A

# CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY AND RELATED DOCUMENTS

ISSUED BY

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

ISSUED TO

DETROIT ACHIEVEMENT ACADEMY
(A PUBLIC SCHOOL ACADEMY)

CONFIRMING THE STATUS OF

DETROIT ACHIEVEMENT ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

DATED:
JULY 1, 2025

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# Contract to Charter a Public School Academy

Pursuant to Part 6a of the Revised School Code ("Code"), being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the Grand Valley State University Board of Trustees ("University Board") issues a contract to Detroit Achievement Academy (the "Academy"), to be effective July 1, 2025, confirming the Academy's status as a public school academy in this State. The Parties agree that the issuance of this Contract is subject to the following Terms and Conditions:

## ARTICLE I

## DEFINITIONS

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

a) **Academy** means the Michigan non-profit corporation authorized by this Contract.

b) **Academy Board** means the Board of Directors of the Academy authorized by this Contract. **Academy Board member** or **Academy Director** means an individual who is a member of the Academy Board, whether in the past, present or future.

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

d) **Applicant** means the person or entity that submitted the public school academy application to the University for the establishment of the Academy.

e) **Application** means the public school academy application and supporting documentation submitted to the University for the establishment of the Academy.

f) **Authorization Resolution** means the resolution adopted by the Grand Valley State University Board of Trustees approving the issuance of a Contract.

g) **Charter School** means public school academy.

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

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

j) **Conservator** means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.

k) **Contract** means, in addition to the definitions set forth in the Code, the Terms and Conditions and the Schedules.

l) **Educational Service Provider or "ESP"** means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director, and is consistent with the Charter Schools Office Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.

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

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

o) **Management Agreement or ESP Agreement** means an agreement as defined under section 503c of the Code, MCL 380.503c that has been entered into between an ESP and the Academy Board for operation and/or management of the Academy, which has been submitted to the University Charter Schools Office Director for review as provided in Section 11.15 and has not been disapproved by the University Charter Schools Office Director,

and is consistent with the CSO Educational Service Provider Policies as they may be amended from time to time, and Applicable Law.

p) **Master Calendar of Reporting Requirements (MCRR)** means the compliance certification duties required of the Academy by the University Board. The University Charter Schools Office may amend the MCRR each fiscal year or at other times as deemed appropriate by the University President. These changes shall be automatically incorporated into the Contract and shall be exempt from the Contract amendment procedures under Article IX of these Terms and Conditions.

q) **Method of Selection Resolution** means the resolution adopted by the University Board providing for the method of selection, length of term, number of members, qualification of Board Academy members and other pertinent provisions relating to the Academy Board.

r) **Resolution** means any resolution adopted by the Grand Valley State University Board of Trustees.

s) **Schedules** mean the schedules incorporated into and part of the Terms and Conditions.

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

u) **State School Reform/Redesign Office** means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.554, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-05 and codified at MCL 388.1282.

v) **Superintendent** means the Michigan Superintendent of Public Instruction.

w) **Terms and Conditions** means this document entitled Terms and Conditions of Contract issued by the Grand Valley State University Board of Trustees.

x) **University** means Grand Valley State University established pursuant to Article VIII, Sections 4 and 6 of the 1963 Michigan Constitution and MCL 390.841 *et seq.*

y) **University Board** means the Grand Valley State University Board of Trustees.

z) **University Charter Schools Hearing Panel** or **Hearing Panel** means such person(s) as designated by the University President.

aa) **University Charter Schools Office** or **CSO** means the office the University Board, by issuance of this Contract, hereby designates as the point of contact for public school academy applicants and public school academies authorized by the University Board. The University Charter Schools Office is also responsible for managing, implementing, and overseeing the University Board's responsibilities with respect to the Contract.

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

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

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

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

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

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

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

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

## ARTICLE II

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

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

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

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

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

b) Authorizing Resolutions. The University Board has adopted the Authorizing Resolution, which is incorporated into this Contract as part of Schedule 1.

Section 2.4. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The Academy shall perform the compliance certification duties required by the University Board as outlined in the Contract incorporated into this Contract as Schedule 5. Additionally, the Academy shall be responsible for the following:

a) In the event that the University President determines that the Academy's educational outcomes should be reviewed to help determine if the Academy is meeting the educational goals set forth in the Schedules, the University President, at his or her discretion, may require an objective evaluation of student performances by an educational consultant, acceptable to both the Academy and the University President. The Academy shall pay for the expense of the evaluation. In addition, at any time, the University President may require an evaluation of student performance to be selected by and at the expense of the University. The Academy shall cooperate with the evaluation, including any student testing required.

b) Within ten (10) days of receipt, the Academy shall notify the University Charter Schools Office of correspondence received from the Department of Education or State Board of Education that requires a written or formal response.

c) Within ten (10) days of receipt, the Academy shall report to the University Charter Schools Office and the University Counsel Office any litigation or formal proceedings alleging violation of Applicable Law or contractual agreement against the Academy, its officers, employees, agents, and/or contractors.

d) The Academy shall permit review of the Academy's records and inspection of its premises at any time by representatives of the University. Normally, such inspections shall occur during the Academy's hours of operation and after advance notice to the Academy.

e) The Academy shall provide the Charter Schools Office with copies of reports and assessments concerning the educational outcomes achieved by pupils attending the Academy and shall provide necessary approvals for the Charter Schools Office to access electronic information received or stored by the State of Michigan including, but not limited to, the Department of Education or other agency authorized by the State to collect school data.

f) The Academy shall submit audited financial statements, including auditor's management letters and any exceptions noted by the auditors, to the University Charter Schools Office. The financial statements and auditor's management letters shall be submitted to the University Charter Schools Office within ninety (90) days after the end of the Academy's fiscal year.

g) The Academy shall provide the University Charter Schools Office with a copy of the approved annual budget for the upcoming fiscal year of the Academy no later than July 1st. The Academy Board is responsible for establishing, approving and amending the annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.,* and for providing all amendments and revisions to the University Charter Schools Office following Academy Board approval.

h) The Academy shall provide to the University Charter Schools Office minutes of all Academy Board meetings no later than fourteen (14) days after such meeting.

Section 2.5. University Board Administrative Fee. During the term of this Contract, the Academy shall pay the University Board an administrative fee of 3% of the state school aid payments received by the Academy. For purposes of this Contract, state school aid payments received by the Academy in July and August in any given year shall be deemed to have been received by the Academy during the Contract term. This fee shall be retained by the University Board from each state school aid payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for issuing the Contract and overseeing the Academy's compliance with the Contract and all Applicable Law. This fee may also be used to fund college readiness work and scholarships for academies that are in compliance with this Contract.

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

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

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

Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.9. Academy Has No Power to Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

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

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

Section 2.12. Charter Schools Office Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of $150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the Fiscal Agent University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the Charter Schools Office Director as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Office Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the Charter Schools Office Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Office Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Office Director may disapprove the proposed transaction if the proposed transaction violates this Contract or applicable law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Office Director. By not disapproving a proposed transaction, the Charter Schools Office Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

## ARTICLE III

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

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

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

governmental units, businesses, community and nonprofit organizations where such agreements contribute to the effectiveness of the Academy or advance education in this state.

Section 3.3. Academy Board Members Serve in their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause by the University Board at any time.

## ARTICLE IV

## PURPOSE

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

## ARTICLE V

## CORPORATE STRUCTURE OF THE ACADEMY

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

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

Section 5.3. Bylaws. Unless amended pursuant to Section 9.4 of Article IX herein, the Bylaws of the Academy, as set forth in Schedule 3, shall be the Bylaws of the Academy. The

Academy Board represents to the University Board that Schedule 3 includes all amendments to the Academy's Bylaws as of the date set forth above.

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

## ARTICLE VI

## OPERATING REQUIREMENTS

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

Section 6.2. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University. The University shall not be required to receive any contributions or donations for the benefit of the Academy. If the University receives contributions or donations for the benefit of the Academy, it shall forward such funds to the Academy within three (3) business days of receipt.

Section 6.3. Educational Goals and Programs. The Academy shall pursue the educational goals and programs identified and contained in the Schedules. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils. Such goals and programs may be amended pursuant to Section 9.2 of Article IX of the Terms and Conditions. Upon request, the Academy shall provide the University Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving its goal(s).

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

Section 6.5. Methods of Accountability and Pupil Assessment. In addition to those set forth in this Section 6.5, the Academy shall evaluate its pupils' work based on the assessment strategies identified in the Schedules. The Academy shall also assess pupil performance using all applicable testing that the Code or the Contract requires. The Academy shall provide the

University Charter Schools Office with copies of reports, assessments, and test results concerning the following:

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

b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

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

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

e) all tests required under Applicable Law.

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

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

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

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

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

Section 6.8. School Calendar/School Day Schedule. The Academy shall comply with all minimum standards governing the length of the school term, minimum number of days and hours of instruction required by Applicable Law. The Academy agrees to make available to the CSO Office a copy of the School Calendar/School Day Schedule for each academic school year no later than July 1st. A copy of the School Calendar/School Day Schedule shall be

automatically incorporated into the Schedules, without the need for an amendment under Article IX of the Terms and Conditions.

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

Section 6.10. Annual Financial Audit. The Academy shall conduct an annual financial audit prepared and reviewed by an independent certified public accountant in accordance with generally accepted governmental auditing principles. The Academy shall submit the annual financial statement audit and auditor's management letter to the Charter Schools Office in accordance with the MCRR. The Academy Board shall provide to the Charter Schools Office a copy of any responses to the auditor's management letter in accordance with the MCRR.

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

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

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

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

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

Section 6.13. Placement of University Student Interns. The Academy may be a placement site for University students who are in education or other pre-professionals in training to serve in public schools. Such placement shall be without charge to the University and subject to other terms and conditions as the Academy and the University agree.

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

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

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

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

a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.

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

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

## ARTICLE VII

## TUITION PROHIBITED

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

## ARTICLE VIII

## COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS

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

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time. The Academy may expend funds from the State School Aid Act for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

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

Section 8.4. Freedom of Information Act. Pursuant to Section 503(6)(b) of the Code, the records of the Academy shall be records subject to the provisions of the Michigan Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate

a freedom of information coordinator to assure compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. Pursuant to Section 503(6)(c) of the Code, the Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

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

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

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

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

## ARTICLE IX

## AMENDMENT

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities

of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

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

Section 9.3. Process for Amending Academy Articles of Incorporation. The Academy Board, or any authorized designee of the Academy Board, may propose changes to the Academy's Articles of Incorporation. The Academy shall be authorized to make such changes to its Articles upon approval by the University President or Designee after review and recommendation by the University's Legal Counsel. Upon University approval, the Academy Board's authorized designee is authorized to file the amendment to the Academy's Articles of Incorporation with the appropriate state agency. Upon receipt of the filed amendment, the Academy shall forward the filed amendment to the University Charter Schools Office. The filed amendment shall be automatically incorporated into Schedule 2 of this Contract upon receipt of the amendment by the University Charter Schools Office. If the University identifies a provision in the Articles of Incorporation that violates or conflicts with this Contract, due to a change in law or other reason, after approval has been given, it shall notify the Academy Board in writing and the Academy Board shall amend the Articles of Incorporation to make them consistent with the Contract. If the change is requested by the University, the University shall reimburse the Academy for the filing fees payable to the Michigan Department of Licensing and Regulatory Affairs, Corporate Division.

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

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

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

Section 9.7. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

## ARTICLE X

## TERMINATION, SUSPENSION AND REVOCATION

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

Section 10.2. Termination by University Board. The University Board, in its sole discretion, reserves the right to terminate this Contract (i) before the end of the Contract Term for any reason or for no reason provided that such termination shall not take place less than six (6) calendar months from the date of the University Board's resolution approving such termination; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the

University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract sooner as set forth in this Article X. If this Contract is terminated pursuant to this Section 10.2, the revocation procedures in Section 10.6 shall not apply.

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

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

b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the University President to suspend the Contract may be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury.

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

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

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

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

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

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

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

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

a) The Academy is insolvent, has been adjudged bankrupt, or has operated for one or more school fiscal year(s) with a Fund Balance Deficit;

b) The Academy has insufficient enrollment to successfully operate the Academy, or the Academy has lost more than twenty-five percent (25%) of its student enrollment from the previous school year;

c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;

d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Corporate Division, without first obtaining University President or Designee approval;

e) The University Board discovers grossly negligent, fraudulent or criminal conduct by the Applicant, the Academy's directors, officers, employees or agents in relation to their performance under this Contract;

f) The Applicant, the Academy's directors, officers or employees have provided false or misleading information or documentation to the University Board in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law;

g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or

h) The University Board, its trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any educational management agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.16 of the Terms and Conditions.

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

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

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

c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, whichever is

sooner, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be withdrawn if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction. In the event the Notice of Intent to Revoke is withdrawn, the CSO Director shall notify the Academy Board, in writing, of such withdrawal.

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

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

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

   i) the Academy Board has failed to timely respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
   ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
   iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;

iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or
vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

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

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

g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available copies of the Hearing Panel's recommendation and the transcript of the hearing. The University Board may waive the fourteen (14) day submission

requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the University Charter Schools Office, the Academy Board and the Department.

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

i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be held by the University Board and returned to the Michigan Department of Treasury.

j) Disposition of District Code Number. Notwithstanding any other provision of the Contract, after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, the district code number shall remain under the direction and control of the State Board of Education and/or its designated representative.

Section 10.7. Automatic Amendment of Contract; Automatic Termination of Contract if All Academy Sites Closed; Economic Hardship Termination. Except as otherwise noted in this Section, if the University Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which the State's Automatic Closure Notice is received without any further action of the University Board or the Academy.

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

If the Department rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified

site(s), but shall present to the CSO the proposed Contract amendments incorporating the Department's school improvement plan, if applicable, for the identified site(s).

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

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

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Ottawa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.8 of these Terms and Conditions.

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

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

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

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

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

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

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

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

## ARTICLE XI

## PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. Grand Valley State University Faculty Employment in the Academy. Subject to the ability of the Academy to reach separate agreement on the terms, the Academy is permitted to use University faculty as classroom teachers in any grade.

Section 11.2. The Academy Faculty Appointment to Grand Valley State University Faculty. Nothing in this Contract shall prohibit a member of the Academy faculty from being appointed to or serving as a member of the University faculty.

Section 11.3. Student Conduct and Discipline. The Academy Board shall adopt, abide by and enforce its own set of written policies concerning student conduct and student discipline.

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

a) Property insurance covering all of the Academy's Real and Personal property, whether owned or leased;

b) Commercial General Liability with a minimum of one million dollars ($1,000,000) per occurrence and two million dollars ($2,000,000) aggregate (Occurrence Form). Coverage must include Sexual Abuse and Molestation and Corporal Punishment

coverage. Policies may be written on either an occurrence or claims made basis. If the coverage is claims made, the retroactive date must be the same or before the date of the original contract, and in the event that the Academy goes out of business, the Academy must purchase the longest-available tail coverage;

c) Auto Liability (Owned and Non-Owned) with a minimum of one million dollars ($1,000,000) Combined Single Limit covering Hired and Non-Owned Autos, as well as Owned Autos if applicable;

d) Workers' Compensation or Worker' Compensation without employees (this is considered minimum premium, "if any" insurance) (statutory limits) and Employers' Liability insurance with a minimum limit of one million dollars ($1,000,000) for each coverage part;

e) Errors & Omissions insurance including Directors & Officers and School Leaders Errors & Omissions Liability insurance with a minimum of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate (Claims Made or Occurrence Form);

f) Crime including employee dishonesty and third party coverage insuring cash, securities, and property, with a minimum of five hundred thousand dollars ($500,000); and

g) Employment Practices Liability insurance with a minimum of one million dollars ($1,000,000) per claim/aggregate (Claims Made or Occurrence Form).

h) Umbrella with a minimum $4,000,000 limit each occurrence and aggregate. Alternatively, an Umbrella policy with an unlimited aggregate is acceptable at a $2,000,000 per occurrence limit.

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

The Academy shall list the University Board and the University on the insurance policies coverage listed in (b), (c), (e), (g), and (h) above, as Additional Insured on a primary and noncontributory basis. The Academy shall have a provision included in all policies requiring notice to the University, at least thirty (30) days in advance, upon termination or non-renewal of the policy or of changes in insurance carrier or policy limit changes. In addition, the Academy shall provide the University with copies of all insurance certificates and endorsements required by this Contract. Upon request, and within 10 days of the request, the Academy shall also provide to the University Charter Schools Office an entire copy of the insurance policies. Failure

of the University to request or collect the policies does not affect the obligations of the Academy under the terms of this contract. The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimum may be required depending upon academic offerings and program requirements.

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

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

a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.

b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

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

d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the

Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:

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

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

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

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

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

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

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

Section 11.6. Transportation. The Academy Board may enter into contract with other school districts or other persons, including municipal and county governments, for the transportation of the Academy students to and from school and for field trips. In addition, the Academy Board may use funds received from state school aid payments to pay for student transportation. In the event that the Academy Board contracts for transportation services, the Academy Board shall ensure that the company providing the transportation services is properly licensed in accordance with Applicable Law, and that the company conducts criminal

background and history checks on its drivers and other personnel who have direct contact with pupils in accordance with the Code.

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

Section 11.8. Legal Liabilities and Covenants Not to Sue. The Academy and Academy Board members acknowledge and agree that they have no authority to extend the faith and credit of the University or to enter into a contract that would bind the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy and Academy Board members hereby agrees and covenants not to sue the University Board, the University or any of its trustees, officers, employees, agents or representatives for any matters that arise under this Contract or otherwise. The University does not assume any obligation with respect to any Academy Director, employee, agent, parent, guardian, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board, the University or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, termination or revocation of this Contract.

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

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

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

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

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

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

Section 11.14. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 1766b of the State School Aid Act of 1979, as amended, MCL 388.1766b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

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

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

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

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

"Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board's approval of the Application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the ESP, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement."

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

"Compliance with Academy's Contract. The ESP agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Grand Valley State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement."

"Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP

Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the ESP shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 11.23. Information Available to the Public and University.

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

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

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

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

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

a) Sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This does not prohibit the Academy Board from:

   i. for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

   ii. providing the information to a person or entity as necessary for standardized testing that measures a student's academic progress and achievement; or

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

b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in 34 CFR 99.3.

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

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

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

i. to the Department or CEPI;
ii. to the student's parent or legal guardian;
iii. by the Academy to the University or to the educational management organization that has an educational service provider agreement that has not been disapproved by the University;
iv. by the Academy to the Academy's intermediate school district or another intermediate school district providing services to the Academy or the Academy's students pursuant to a written agreement;
v. to the Academy by the Academy's intermediate school district or another intermediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
vi. to the Academy by the University;
vii. to a person, agency, or organization with written consent from the student's, parent or legal guardian, or from the student if the student is at least 18 years of age;
viii. to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
ix. as necessary for standardized testing that measures a student's academic progress and achievement; or

x. in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

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

d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136(8)(g) and 34 CFR 99.3.

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

a) Subject to Section 11.29, the Academy shall do all of the following:

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

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

Section 11.29. Confidential Address Restrictions.

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

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

Section 11.30. Partnership Agreement. If the Department and State Reform Office imposes a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office, and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

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

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

Section 11.33. Academy Emergency Operations Plan.

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

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

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

Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

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

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

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

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

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

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

## ARTICLE XII

## GENERAL TERMS

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

If to Grand Valley State University Board of Trustees:

Charter Schools Office Director

Grand Valley State University
201 Front Avenue SW, Suite 310
Grand Rapids, Michigan 49504

If to Academy: Detroit Achievement Academy
Attn: Board President
7000 Outer Drive
Detroit, MI 48235

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

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

Section 12.4. Entire Contract. This Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior application materials, contracts, representations, statements, negotiations, understandings, and undertakings, are superseded by this Contract.

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

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

Section 12.7. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Method of Selection Resolution or the Authorizing

Resolution, legal challenges to the validity of Part 6a of the Code or actions taken by the University Board as an authorizing body under Part 6a of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of Section 7 of the Governmental Liability for Negligence Act, being Act No. 170, Public Acts of Michigan, 1964.

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

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

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

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

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

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

Section 12.14. Term of Contract. This Contract shall commence on July 1, 2025, and shall remain in full force and effect for seven (7) years until June 30, 2032, unless sooner revoked or terminated according to the terms hereof.

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

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

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

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

**[INTENTIONALLY LEFT BLANK]**

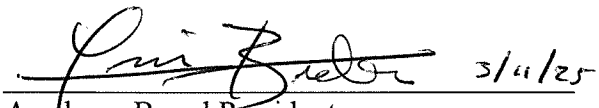
As the designated representative of the Grand Valley State University Board of Trustees, I hereby issue this Contract to the Academy on the date set forth above.

GRAND VALLEY STATE UNIVERSITY
BOARD OF TRUSTEES

By: Leah C Brown
_____
University President or his/her designee

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

DETROIT ACHIEVEMENT ACADEMY

By:  3/11/25

Academy Board President

# SCHEDULE 1

## METHOD OF SELECTION RESOLUTION
## AUTHORIZING RESOLUTION

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 21, 2025:

Reauthorization of 6a Charter Contract – Detroit Achievement Academy, Detroit (7 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on February 8, 2013, initially authorized the issuance of a contract to charter Detroit Achievement Academy (the "Academy"); and reissuance on February 7, 2020; and

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

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a seven (7) year term beginning July 1, 2025, and ending June 30, 2032;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a seven (7) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 28th day of February 2025.



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

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 7, 2020:

Reauthorization of 6a Charter Contract – Detroit Achievement Academy, Detroit (5 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on February 8, 2013, initially authorized the issuance of a contract to charter Detroit Achievement Academy (the "Academy"); and

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

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a five (5) year term beginning July 1, 2020, and ending June 30, 2025;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a five (5) year term, provided that, before the execution of the contract, the University President or designee affirms that all terms of the contract have been agreed upon and the Academy is able to comply with all terms and conditions of the contract and applicable law. This resolution shall be incorporated in and made part of the contract as Schedule 1.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 13th day of February 2020.

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

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

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

Method of Selection and Appointment of Academy Board Members:

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

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

c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

3. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Name | Term |
|---|---|
| Name | Term |
| Name | Term |
| Name | Term |
| Name | Term |

* See attached page for board member names and terms

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

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

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

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

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

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

# Detroit Achievement Academy

Current Board Members:

- Ms. Sarah Beaubien. Term Expires June 30, 2020
- Ms. Meghan Moynihan. Term Expires June 30, 2021
- Gregory DeMars. Term Expires June 30, 2021
- Mr. Jared Stasik. Term Expires June 30, 2019
- Mr. Michael Hernandez. Term Expires June 30, 2019
- Mr. Lewis Butler. Term Expires June 30, 2020
- Joe Tate. Term Expires June 30, 2020

Founding Board Members:

- Sarah V. Beaubien
- Amy M. Berkhoudt
- Lewis Butler
- Michael A. Hernandez

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 8, 2013:

Authorization of Detroit Achievement Academy 6a Contract

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Detroit Achievement Academy ("Academy"), located at 15000 Southfield Road, Detroit, Michigan 48223, submitted under Section 502 of the Revised School Code, meets the Board of Trustees' requirements and the requirements of applicable law, is therefore approved;

2. That the Board of Trustees establishes the method of selection, length of term and number of members of the Academy's Board of Directors as follows:

   Method of Selection and Appointment of Academy Board Members:

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



1 Campus Drive • Allendale, MI 49401-9403 • (616) 331-5000

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

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

c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

3. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

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

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

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

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

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

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

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

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

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

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

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

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

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

| | |
|---|---|
| Sarah V. Beaubien | 1 year term expiring June 30, 2014 |
| Amy M. Berkhoudt | 2 year term expiring June 30, 2015 |
| Lewis Butler | 2 year term expiring June 30, 2015 |
| Michael A. Hernandez | 3 year term expiring June 30, 2016 |

13. The Board of Trustees approves and authorizes the execution of a contract to charter a public school academy to the Academy and

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

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

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 12th day of February 2013.

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

# SCHEDULE 2

# ARTICLES OF INCORPORATION

CSC/CD-511

**MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS**
**CORPORATIONS, SECURITIES & COMMERCIAL LICENSING BUREAU**

| Date Received | (FOR BUREAU USE ONLY) |
|---|---|
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**FILED**
**MAY 26 2020**
**ADMINISTRATOR**
**CORPORATIONS DIVISION**

Name
Clark Hill PLC – Joseph B. Urban

Address
151 S. Old Woodward Ave., Suite 200

City Code | State | Zip
Birmingham, MI 48009

EFFECTIVE DATE:

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

(Please read information and instructions on the last page)

*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 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:*

1. The present name of the corporation is:

   Detroit Achievement

2. The identification number assigned by the Bureaus is: 800936100

3. All former names of the corporation are:

   None.

4. The date of filing the original Articles of Incorporation was: January 17, 2013.

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

## ARTICLE I

The name of the corporation is: Detroit Achievement Academy.

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

## ARTICLE II

The purposes for which the corporation is organized are:

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

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

## ARTICLE III

1. The corporation is organized upon a Nonstock basis.

2. 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.

3. The corporation is organized on a Directorship basis.

## ARTICLE IV

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

2. The address of the registered office is:
   7000 W. Outer Drive, Detroit, MI 48235
3. The mailing address of the registered office, if different than above:
   _____, Michigan _____

## ARTICLE V

The corporation is a governmental entity.

## ARTICLE VI

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

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

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

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

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



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not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Trustees for appointment. The Board of Trustees shall have the sole and exclusive right to appoint members to the Academy Board.

c. **Exigent Appointments:** When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. **Qualifications of Academy Board Members:** To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

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

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

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



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

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

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

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

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

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

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

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

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



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| # 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) |

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

## ARTICLE VII

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

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



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## ARTICLE VIII

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

## ARTICLE IX

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

## ARTICLE X

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

## ARTICLE XI

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

(i) The amount of a financial benefit received by a director or volunteer officer to which he or she is not entitled.

(ii) Intentional infliction of harm on the corporation, its shareholders, or members.

(iii) A violation of Section 551 of the Michigan Nonprofit Corporation Act;

(iv) An intentional criminal act.

(v) A liability imposed under section 497(a).

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

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

## ARTICLE XII

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



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(i) The volunteer was acting or reasonably believed he or she was acting within the scope of his or her authority;

(ii) The volunteer was acting in good faith;

(iii) The volunteer's conduct did not amount to gross negligence or willful and wanton misconduct;

(iv) The volunteer's conduct was not an intentional tort; and

(v) The volunteer's conduct was not a tort arising out of the ownership, maintenance or use of a motor vehicle for which tort liability may be imposed under section 3135 of the insurance code of 1956, 1956 PA 218, MCL 500.3135.

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

## ARTICLE XIII

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

## ARTICLE XIV

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

These Restated Articles of Incorporation were duly adopted on the May 12, 2020 LB ~~day of February, 2020,~~ by a written consent of all the directors pursuant to Section 525 of the Act.

Signed this _____ day of February, 2020.

05 / 14 / 2020

Lewis Butler, President



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**CONTRACT SCHEDULE 3**

**BY LAWS**

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# BYLAWS

# OF

# DETROIT ACHIEVEMENT ACADEMY

## ARTICLE I

## NAME

This organization shall be called Detroit Achievement Academy, DAA, the "Academy" or the "corporation".

## ARTICLE II

## FORM OF ACADEMY

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

## ARTICLE III

## OFFICES

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

Section 2. Registered Office. The registered office of the Academy shall be 7000 W Outer Dr, Detroit, MI. The registered agent is Kyle Smitley. It must be located in the state of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act.

## ARTICLE IV

## BOARD OF DIRECTORS

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

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

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

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

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

   c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of director, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. Qualifications of Academy Board Members: To be qualified to serve of the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the GVSU Charter Schools Office including, but not limited

to, a GVSU Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of GVSU or be a member of the Board of Trustees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

which the Academy Board may have exercised to pay, extend, rescind, renegotiate, or settle such agreements as needed; and g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under the Code or this Contract.

Section 4. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes regarding Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

## ARTICLE V

## MEETINGS

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

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

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

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

Section 5. Presumption of Assent. A director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matters is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or

unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

## ARTICLE VI

## COMMITTEES

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

## ARTICLE VII

## OFFICERS OF THE BOARD

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

Section 2. Election and Term of Office. The Academy Board shall elect the initial officers at its first duly noticed meeting. Thereafter, the Academy Board shall elect the officers annually as terms expire at the annual meeting of the Academy Board. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officers resigns or is removed in the manner provided in Article IV, Section 2.

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

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

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

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

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

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

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may be resolution otherwise determine.

Section 10. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Academy Board, subject to the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws. Officers

of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

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

## ARTICLE VIII

## CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

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

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

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

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible

to be a depository of surplus funds under section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by another corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

Section 6. Contracts Between Corporation and Related Persons. As required by Applicable Law, any Director, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract under the statute on Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Complied Laws, shall comply with the public disclosure requirement set forth in Section 3 of the statute.

## ARTICLE IX

## INDEMNIFICATION

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

## ARTICLE X

## FISCAL YEAR, BUDGET AND UNIFORM

## BUDGETING AND ACCOUNTING

Section 1. Fiscal Year, Budget and Uniform Budgeting and Accounting. The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University Board, shall have exclusive control of the budget. The board shall prepare and publish an annual budget in accordance with the Uniform Budgeting and Accounting Act, being Act 2 of the public laws of Michigan of 1968, as amended.

## ARTICLE XI

## SEAL

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

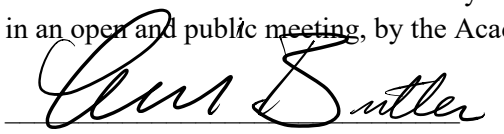
## ARTICLE XII

## AMENDMENTS

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

**CERTIFICATION**

The Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 10th day of June 2019.



Board President

# SCHEDULE 4

# FISCAL AGENT AGREEMENT

# SCHEDULE 4

## FISCAL AGENT AGREEMENT

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

### Preliminary Recitals

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

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

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

### ARTICLE I

DEFINITIONS AND INTERPRETATIONS

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

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

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Grand Valley State University as designated by the University Board.

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

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

"State" means the State of Michigan.

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

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

## ARTICLE II

## FISCAL AGENT DUTIES

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

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

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

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

## ARTICLE III

STATE DUTIES

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

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

## ARTICLE IV

ACADEMY DUTIES

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

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

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

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

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

## ARTICLE V

RECORDS AND REPORTS

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

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

## ARTICLE VI

CONCERNING THE FISCAL AGENT

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

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

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

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

Acknowledgment of Receipt

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

BY:  _____

David Boyne, Director
State Finance Division
Michigan Department of Treasury

Date: March 20 , 2025

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# SCHEDULE 5

## MASTER CALENDAR OF REPORTING REQUIREMENTS

GRAND VALLEY STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

# Public School Academy / School of Excellence
# Master Calendar of Reporting Requirements
# July 1, 2025 – June 30, 2026

| DUE DATE | REPORT DESCRIPTION | SUBMIT TO: |
|---|---|---|
| July 1 | Board Adopted 2025-2026 School Calendar/School Day Schedule. | CSO |
| July 1 | Board adopted Annual Calendar of Regularly Scheduled Meetings for 2025-2026. | CSO |
| July 1 | Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2025-2026. | CSO |
| July 1 | Budgeted Enrollment Number for 2025-2026. | CSO |
| July 15 | Alternative Education Data Collection – final data for 24-25 school year, if applicable. | CSO |
| August 1 | Annual Designations – Board Resolutions for appointment of Freedom of Information Act Coordinator, Legal Counsel, School Safety Liaison, and Chief Administrative Officer for 2025-2026. | CSO |
| August 18 | Authorizer Report: ESPs and Owner of Academy Property. | |
| August 28 | 4th Quarter Financial Statements – quarter ending 06/30. | CSO |
| August 28 | Hylant Insurance Policy Submission. | CSO |
| September 5 | GVSU Check Directions (Where do we send checks for the 25-26 FY?) | CSO |
| September 5 | Board approved Student Handbook 2025-2026. | CSO |
| September 5 | Board adopted Employee Handbook 2025-2026. | CSO |
| September 5 | Copy of School Improvement Plan covering 2025-2026 academic year. | CSO |
| September 5 | School Contacts Update Certification. | CSO |
| September 12 | Updated Waitlist Number for 2025-2026. | CSO |
| October 3 | Staff Roster (GVSU Format). | CSO |
| October 3 | Annual Nonprofit Corporation Information Update for 2025. | CSO |
| October 3 | Unofficial Count Day Submission. | CSO |
| October 10 | National Student Clearinghouse information-high schools only (see Epicenter task). | CSO |
| **November 1** | **New Task: Per Public Act 214 of 2024 certification; list average salaries for new teachers, veteran teachers, and support staff on the academy website.** | CSO |
| November 1 | Audited Financial Statements for fiscal year ending June 30, 2025. (See MDE Website, https://www.michigan.gov/mde, for MDE due date). | CSO |
| November 1 | Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2025, if issued. If a | CSO |

| DUE DATE | REPORT DESCRIPTION | SUBMIT TO: |
|---|---|---|
| | management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted. | |
| November 1 | Annual A-133 Single Audit for year ending June 30, 2025, is required if over $750K in federal funds were expended. If a single audit is not necessary, a letter stating as such is required to be submitted. | CSO |
| November 3 | 1st Quarter Financial Statements – quarter ending 09/30. | CSO |
| November 17 | Alternative Education Data Collection, if applicable. | CSO |
| December 1 | Transparency Page Update Certification. | CSO |
| January 9 | Staff Roster (GVSU Format). | CSO |
| January 9 | School Contacts Update Certification. | CSO |
| January 9 | Emergency Operations Plan. | CSO |
| January 30 | 2nd Quarter Financial Statements – quarter ending 12/31. | CSO |
| January 30 | Board Member Annual Conflict of Interest. | CSO |
| January 30 | Schedule 6 Certification. See task for more detail. | CSO |
| February 13 | Annual Education Report. The deadline changes for this each year. Please be sure to check mischooldata.org for the updated templates or find them in the Epicenter Task. | CSO |
| April 13 | Ensuring Access to Federal Funds-Significant Expansion Notice | CSO |
| April 30 | 3rd Quarter Financial Statements – quarter ending 03/31. | CSO |
| May 15 | Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2026-2027. | CSO |
| May 15 | Offered Seat Schedule per Grade for 2026-2027. | CSO |
| May 15 | Waitlist for 2026-2027. | CSO |
| June 2 | Certificate of Boiler Inspection covering 2025-2026. | CSO |
| June 2 | NWEA Counts for next academic year. | CSO |
| June 12 | Copy of Notice of Public Hearing for Annual Operating Budget for 2026-2027. Must be published in newspaper of general circulation for at least 6 days before the hearing. | CSO |
| June 26 | 2025-2026 Log of emergency drills, including date, time, and results. See Epicenter Task for template. | CSO |
| June 26 | Board adopted Letter of Engagement for year ending June 30, 2026, for an independent financial audit. | CSO |
| June 26 | 2024-2025 Annual Operating Budget – Final Amendment | CSO |
| June 26 | Food service license expiring in 2026. | CSO |
| June 26 | Scholarship Dollars awarded to graduating seniors (High Schools Only). | CSO |
| June 26 | Total number of graduates (High Schools Only). | CSO |

## Ongoing Reporting Requirements

## July 1, 2025 – June 30, 2026

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

| DUE DATE | REPORT DESCRIPTION | SUBMIT TO: |
|---|---|---|
| Date notice is posted | Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting. *Meeting schedule should be available on academy website.* | CSO |
| 7 days prior to meeting | Board packet- including Agenda and all attachments. *Agenda should be available on academy website.* | CSO |
| 14 days after Board meeting | Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings. | CSO |
| 14 days after Board approval | Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings. *Minutes should be available on academy website.* | CSO |
| 30 business days after board approval | Board Adopted Annual Operating Budget for 2025-2026 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended. | No submission needed. |
| 14 days after Board approval | Oath of Office and written acceptance for each Board Member. | CSO |
| Prior to approval by GVSU Board of Trustees | Verification of Citizenship and Michigan Residency. | CSO |
| 10 business days after Board approval | Board adopted *Amended* Budget and General Appropriations Resolution available on school website per the State School Aid Act. | CSO |
| 10 days of receipt | Correspondence received from the Michigan Department/State Board of Education and the Intermediate School District requiring a formal response. | CSO |
| 10 days of receipt | Correspondence received from the Health Department requiring a formal response. | CSO |
| 10 days of receipt | Written notice of litigation or formal proceedings involving the Academy. | CSO |
| 30 days prior to board execution | Board proposed draft Educational Management Company Agreements or Amendments thereto. | CSO |
| 5 business days of receipt | Request and Responses to Freedom of Information Requests. | CSO |

## Original/Subsequent Board Policy Reporting Requirements

## July 1, 2025 – June 30, 2026

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

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

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

## Calendar of Additional Reporting Requirements and Critical Dates
## July 1, 2025 – June 30, 2026

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

| DUE DATE | REPORT DESCRIPTION | SUBMIT TO: |
|---|---|---|
| July | 2024-2025 31a Funds Report Due. | NexSys |
| July/August | Consolidated Applications for Federal Title Funds Due (allocation amounts posted to MDE's website in early May). | NexSys |
| 1st Wednesday of October | Student Count Day for State Aid FTE (90% of state funding). | No submission required. |
| September | SE-4094 Special Education Transportation Report from 2024-25 (Contact ISD for due date). | FID |
| September | SE-4096 Special Ed Actual Cost Report (Contact ISD for due date). | FID |
| September | *Special Education Findings–Sept. Strand Report for: B-1, B-2, B-9, B-10, and B-13. Data review and complete corrective actions if required. | Catamaran |
| September | Eye Protection Certificate (#4527 Certification of Eye Protective Devices, if applicable). | NexSys |
| September | Certification of Constitutionally Protected Prayer. | NexSys |
| October 1 – October 31 (as scheduled) | Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required. | No submission needed. |

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

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

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

# SCHEDULE 6

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

## SCHEDULE 6

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

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

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

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

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

23. Phase 1 environmental report (if required)

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

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

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

27. Academy Board approved policies

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

29. Proof of insurance as required by the Contract

30. Any other information specifically required under Public Act 277 of 2011

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

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

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

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

AMENDMENT TO CLIENT SERVICE AGREEMENT

THIS FIFTH AMENDMENT TO THE CLIENT SERVICE AGREEMENT (the "Amendment") is made and entered into this 13 day of _ [redacted] May by and between HR Charter Consulting, LLC, a Michigan limited liability company (hereinafter "HRCC") and Detroit Achievement Academy and Detroit Prep. Academy (hereinafter "DAA" or "Academy").

RECITALS:

WHEREAS, DAA and HRCC entered into a certain the Client Services Agreement effective August 1, 2013 (the "Agreement");

WHEREAS, DAA and HRCC wish to amend the Agreement effective as of the date this Agreement is entered into above;

NOW, THEREFORE, DAA and HRCC agree to amend the Agreement as follows:

1. Section 4, Term of Agreement, shall be replaced in its entirety and shall read as follows:

   Term of Agreement. This Agreement shall commence on July 1, 2025, and continue for a period of twelve (12) months, through June 30, 2026. If DAA and/or HRCC becomes obligated for MPSERS or an unexpected fee or tax is instituted, (e.g. State service tax fee) either party may terminate this Agreement at any time upon providing ninety (90) days' notice to the other party. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The parties acknowledge that as part of any Charter Contract reauthorization, the Authorizer may require DAA and HRCC to submit a new or amended Agreement for review by the Authorizer. DAA must give HRCC ninety (90) day notice of termination.

2. Section 5.a), Service Fee, shall be replaced in its entirety and shall read as follows:

   Service Fee. A Service Fee shall be charged to DAA on a per paycheck basis equal to $50.08 per paycheck. The Service Fee is calculated without regard to individual limitations on wages for purposes of determining the amount of unemployment taxes. The Service Fee shall be billed once per pay period and due upon receipt with said billing including an itemized, detailed breakdown of all costs, fees and expense (i.e. salary and payroll; FUTA; SUTA; Workers Compensation; FICA, a breakdown of fringe benefits, by benefit; etc. The Service Fee shall be adjusted upon the effective date of any increase or decrease in employee wage rates. The Service Fee may also be adjusted through an

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addendum to this Agreement if the parties agree, in writing, to modify the services provided by HRCC.

3. Section 10, Indemnification, shall be replaced in its entirety and shall read as follows

a) HR Charter Consulting, LLC. HR Charter Consulting, LLC shall indemnify and hold the Authorizer and the Academy, including its officers, directors, and agents, harmless from any and all third-party claims, actions, damages, expenses, losses or awards, including employment related claims by HR Charter Consulting, LLC employees or applicants, administrative determinations, judgments, damages, reimbursements, back pay, penalties, fines, costs or loss, demands, suits, including reasonable attorney's fees or other forms of liability that may arise out of, or by reason of (i) the negligence or intentional misconduct of HR Charter Consulting, LLC, (ii) any action taken or not taken by HR Charter Consulting, LLC, or (iii) any noncompliance or breach by HR Charter Consulting, LLC of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of HR Charter Consulting, LLC. This indemnification shall include any failure on the part of HR Charter Consulting, LLC that results in violations of federal, state and local laws and regulations. HR Charter Consulting, LLC shall not be responsible to indemnify the Academy for the acts or omissions of an unlicensed individual that occur when that individual is not under the supervision of a Covered Employee. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the Academy and shall be not less than $1,000,000 per occurrence. As used herein, HR Charter Consulting, LLC shall include directors, officers, agents and attorneys. HR Charter Consulting, LLC shall list the Academy as an additional insured on the policies required under this Agreement.

b) Academy. To the extent not prohibited by the Contract or applicable law, the Academy hereby agree to indemnify, defend, and hold HR Charter Consulting, LLC harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the Academy Board, (ii) any action taken or not taken by the Board, or (iii) any noncompliance or breach by the Academy of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement made at the sole direction of the Academy. As used herein, the Academy shall include directors, officers and attorneys. This indemnification shall include any failure on the part of the Academy for violations of federal, state and local laws and regulations. The Academy shall not indemnify HR Charter Consulting, LLC for acts or omissions of an unlicensed individual that may occur when that individual is not under the supervision of the Academy. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to HR Charter Consulting, LLC

and shall be not less than $1,000,000 per occurrence. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

c) Indemnification of Grand Valley State University. The parties acknowledge and agree that the Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Grand Valley State University Board of Trustees, Grand Valley State University and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Grand Valley State University, which arise out of or are in any manner connected with Grand Valley State University Board's approval of the School of Excellence application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by Grand Valley State University and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the ESP, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by Grand Valley State University Board of Trustees. The parties expressly acknowledge and agree that Grand Valley State University and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement.

4. Section 33, Compliance with GVSU Contract, shall be replaced in its entirety and shall read as follows:

   Compliance with Academy's Contract. The ESP agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Grand Valley State University Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement

5. The following paragraph d is added to Section 9, and shall state as follows:

   d) Revocation or Termination of Contract. If the Academy's Contract issued by the Grand Valley State University Board of Trustees is suspended, revoked, or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminate on the same date as the

Academy's Contract is suspended, revoked, or termination without further action of the parties.

6. The following sections are added, and shall state as follows:

   22. 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 561 of the Code, MCL 380.561; or (ii) to undergo a reconstitution pursuant to 31 Section 561 of the Code, MCL 380.561, and of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the ESP shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution

   23. Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 553c of the Code, MCL 380.553c, shall have the same meaning in this Agreement.

7. The following paragraph b) is added to Section 33, Compliance with GVSU Contract, and shall state as follows:

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

8. Except as modified herein by this Amendment, the Agreement remains in full force and effect.

Detroit Achievement Academy
and Detroit Prep. Academy

HR Charter Consulting, LLC

By: Lewis Butler
Its: Board President

By: Dan Barcheski
Its: President

Amendment to HR Charter Consulting, LLC (HRCC) Client Service Agreement for Detroit Achievement Academy/Detroit Prep. Academy (DAA & DPA)

This is the THIRD amendment to the CLIENT SERVICE AGREEMENT ("Third Amendment") is made into this 30th day of June, 2019, and to be effective July 1, 2019 by and between HR Charter Consulting, LLC a Michigan Limited Liability company ("HRCC"), Detroit Achievement Academy and Detroit Prep. Academy Michigan entities ("Client").

RECITALS:

WHEREAS, HRCC and Client entered in to a Client Service Agreement (the "Agreement"), as amended, signed February 4, 2014, effective August 1, 2013 to better meet clients' core business in human resource-related areas; and

WHEREAS, Client and HRCC wish to amend the Agreement;

NOW, THEREFORE, Client and HRCC agree as follows:

1. Term of Agreement, Section 4 of the Client Service Agreement be amended to July 1, 2019 through June 30, 2022.
2. Section 5. a. Fees, HRCC will bill DAA 3.15% of gross payroll for term listed in #1 (no change).
3. No other changes. Other than as set forth in this First Amendment, no other terms or conditions of the Agreement are hereby altered, modified or amended.

The parties have entered into this Third Amendment as of the date first set forth above.

Detroit Achievement Academy:

I certify the Amendment above has been approved by the Board of Directors of the DAA.

By: _____
Board of Director – (President or Secretary)

HR Charter Consulting, LLC

By: _____
Daniel S. Barcheski, Member

Amendment to HR Charter Consulting, LLC (HRCC) Client Service Agreement for

Detroit Achievement Academy (DAA)

This SECOND amendment to the CLIENT SERVICE AGREEMENT ("Second Amendment") is made this 25th day of September, 2017, and to be effective July 29, 2016 by and between HR Charter Consulting, LLC a Michigan Limited Liability Company ("HRCC") and Detroit Achievement Academy, a Michigan Non-Profit Corporation ("Client"), and Detroit Prep, a Michigan Non-Profit Corporation ("Client 2")

RECITALS:

WHEREAS, HRCC and Client entered in to a Client Service Agreement (the "Agreement"), as amended, signed February 4th, 2014, effective August 1st, 2013; and as amended June 30th, 2016 and effective July 1st, 2016 (First Amendment) to better meet Clients' core business in human resource-related areas; and

WHEREAS, Client and HRCC wish to amend the Agreement;

NOW, THEREFORE, Client and HRCC agree as follows:

1. Client agrees that Detroit Prep (Client 2) will become a party to its original agreement, inclusive of the First Amendment, as noted above.
2. Client 2 agrees to be bound by the original agreement and subsequent amendments as referenced.
3. No other changes. Other than as set forth in this Second Amendment, no other terms or conditions of the Agreement or First Amendment are hereby altered, modified or amended.

The parties have entered into this Second Amendment as of the effective date first set forth in the preamble above.

**Detroit Achievement Academy:**

I certify the Amendment above has been approved by the Board of Directors of the DAA.

By: _____
Member, Board of Directors – (President or Secretary)

**Detroit Prep:**

I certify the Amendment above has been approved by the Board of Directors of the DAA.

By: _____ - PRESIDENT
Member, Board of Directors – (President or Secretary)

**HR Charter Consulting, LLC**

By: _____
Daniel S. Barcheski, Member

Amendment to HR Charter Consulting, LLC (HRCC) Client Service Agreement for Detroit Achievement Academy (DAA)

This is the FIRST amendment to the CLIENT SERVICE AGREEMENT ("First Amendment") is made into this 30th day of June, 2016, and to be effective July 1, 2016 by and between HR Charter Consulting, LLC a Michigan Limited Liability company ("HRCC") and Detroit Achievement Academy a Michigan entity ("Client").

RECITALS:

WHEREAS, HRCC and Client entered in to a Client Service Agreement (the "Agreement"), as amended, signed February 4, 2014, effective August 1, 2013 to better meet Clients' core business in human resource-related areas; and

WHEREAS, Client and HRCC wish to amend the Agreement;

NOW, THEREFORE, Client and HRCC agree as follows:

1. Term of Agreement, Section 4 of the Client Service Agreement be amended to July 1, 2016 through June 30, 2019.
2. Section 5. a. Fees, HRCC will bill DAA 3.15% of gross payroll for term listed in #1.
3. No other changes. Other than as set forth in this First Amendment, no other terms or conditions of the Agreement are hereby altered, modified or amended.

The parties have entered into this First Amendment as of the date first set forth above.

Detroit Achievement Academy:

I certify the Amendment above has been approved by the Board of Directors of the DAA.

By: Michael A. Howard, Board President
Board of Director – (President or Secretary)

HR Charter Consulting, LLC

By: _____
Daniel S. Barcheski, Member

## CLIENT SERVICES AGREEMENT

This AGREEMENT is signed this 4th day of February 2014 and is effective August 1, 2013 by and between Detroit Achievement Academy, whose address is 15000 Southfield, Detroit, MI 48223, and HR CHARTER CONSULTING, LLC, a Michigan limited liability company located at 801 Broadway NW, Suite 200, Grand Rapids, MI 49504.

### RECITALS

A. Detroit Achievement Academy is a public school academy organized to provide public school instruction as a charter school located at, 15000 Southfield, Detroit, MI 48223 pursuant to a contract ("Contract") issued by the Grand Valley State University Board of Trustees ("GVSU"). The contract is authorized to carry out the educational program set forth in the Contract. Detroit Achievement Academy is authorized by law to contract with a private entity to provide employee administration and management services.

B. Detroit Achievement Academy operates as a public school academy under the direction of the Detroit Achievement Academy Board of Directors ("Board").

C. HR CHARTER CONSULTING, LLC is a Michigan Corporation with its offices at 801 Broadway NW, Suite 200, Grand Rapids, MI 49504.

D. HR CHARTER CONSULTING, LLC offers to Michigan public school academies employee administration and management services including, but not limited to, staff employment, payroll, benefit administration, business management and other similar services.

E. Detroit Achievement Academy desires to engage HR CHARTER CONSULTING, LLC to perform certain services upon the terms and conditions set forth in this Agreement and pursuant to its authority, Detroit Achievement Academy hereby contracts with HR CHARTER CONSULTING, LLC, to the extent permitted by law, specified functions relating to the administration and management services.

F. Detroit Achievement Academy shall designate those employees of HR CHARTER CONSULTING, LLC assigned to Detroit Achievement Academy ("Covered Employees") and having a legitimate need to access

educational records as "school officials" under 20 U.S.C. Section 1232g, the Family Educational Rights and Privacy Act ("FERPA"). HR CHARTER CONSULTING, LLC will comply with FERPA requirements regarding access to, possession and disposition of, educational records.

THEREFORE, the parties agree as follows:

1. Services Provided by HR CHARTER CONSULTING, LLC. HR CHARTER CONSULTING, LLC shall provide contract personnel services as outlined in this Agreement. It is understood by the parties that the response to the RFP by Axios, Inc. dated 2/4/14 are considered the same responses by HR CHARTER CONSULTING, LLC as though HR CHARTER CONSULTING, LLC submitted the response to the RFP.

a) Selection of Employees. HR CHARTER CONSULTING, LLC shall employ and assign to Detroit Achievement Academy all such qualified and certified classroom teachers, instructors, and support staff as may be necessary to accomplish the educational mission of Detroit Achievement Academy consistent with the Board approved budget. HR CHARTER CONSULTING, LLC shall comply with all Federal and State statutes and administrative requirements including, but not limited to, the Immigration Reform and Control Act, certification and "highly qualified" requirements for teachers, paraprofessionals and such other staff as necessary and criminal background and unprofessional conduct checks mandated by the Michigan Revised School Code.

b) Selection of Employees. All work force positions of Detroit Achievement Academy shall be covered under this Agreement unless Detroit Achievement Academy decides to employ the Principle.

c) Employee Agreements and Compensation. Detroit Achievement Academy Board of Directors shall establish a budget to fund the costs and fees associated with Covered Employees, as those costs and fees are detailed herein, and those parts of the budget that are subject to this Agreement shall be implemented by HR CHARTER CONSULTING, LLC. The terms and conditions of the employment of each Covered Employee shall be set forth in an employment agreement or other appropriate document or documents between HR CHARTER CONSULTING, LLC and that Covered Employee. In addition to the payroll information detailed herein, information regarding all costs, including the employment costs, annual salary and benefit costs, detailed by Covered Employee, will be provided to the Board by HR

CHARTER CONSULTING, LLC upon request. No employee shall be subject to a noncompete or non-solicitation agreement as a condition of employment by HR CHARTER CONSULTING, LLC as a Covered Employee.

HR CONSULTING, LLC shall be wholly responsible for paying all of its own taxes, including Federal and State Income Taxes, FICA, FUTA, Workers' Compensation, Unemployment to the extent that any or all of the foregoing are applicable. HR CHARTER CONSULTING, LLC shall defend, indemnify and hold harmless the Academy from and against any losses, assessments, taxes, costs, penalties, interest, premiums and attorneys' fees incurred by the Academy (a) related to any failure by HR CHARTER CONSULTING, LLC and/or its employees to pay federal, state or local income, social security, worker's compensation, unemployment compensation or other taxes or premiums and/or file returns in connection therewith, and/or (b) due to the determination by the federal, state or local government or other regulatory body having jurisdiction over any part of the Academy's operations to classify one or more of HR CHARTER CONSULTING, LLC's employees as an employee of the Academy or a joint employee of the Academy and HR CHARTER CONSULTING, LLC due to the actions or inactions of HR CHARTER CONSULTING, LLC or its agents and employees which shall be a proximate cause of such classification. Should such classification occur, the Academy shall have the option to pay any resulting tax and/or premium obligations and offset such payments against any amount coming due and owing to HR CHARTER CONSULTING, LLC under this Agreement. HR CHARTER CONSULTING, LLC shall acquire, as required by law, workers' compensation insurance for itself, its employees or agents and shall defend, indemnify and hold harmless the Academy from and against any claim for workers' compensation brought by or an account of HR CHARTER CONSULTING, LLC or by any of its employees and/or agents. HR CHARTER CONSULTING, LLC agrees it will make all payments for benefits, salaries, workers' compensation, unemployment compensation and liability insurance for its employees subject to the Academy's payment obligations set forth in this Agreement.

d) Health Care Insurance. HR CHARTER CONSULTING, LLC shall provide all Covered Employees, with comprehensive medical care insurance on terms and conditions set forth in the employment documents pertaining to said Covered Employees. HR CHARTER CONSULTING, LLC will be the policy holder and plan sponsor for such insurance. In addition, HR CHARTER CONSULTING, LLC shall be responsible for COBRA compliance and continuation of health benefit plans to

employees and qualified dependents experiencing a qualifying event, subject to the continuation of this Agreement.

e) Retirement Plan. HR CHARTER CONSULTING, LLC shall make available to Detroit Achievement Academy a retirement plan pursuant to IRC Section 401(k) for all qualified employees.

f) Payroll Taxes. HR CHARTER CONSULTING, LLC shall report and pay all applicable federal, state and local employee and employer payroll taxes from HR CHARTER CONSULTING, LLC's own accounts. HR CHARTER CONSULTING, LLC will act as the W-2 employer for record keeping purposes.

g) Payroll Records. HR CHARTER CONSULTING, LLC shall maintain and verify all required payroll and benefit records.

h) Policies and Procedures. All payroll, benefit and personnel policies and procedures shall be established by HR CHARTER CONSULTING,. Input by the Detroit Achievement Academy Board shall be considered.

i) Worker's Compensation Insurance. HR CHARTER CONSULTING, LLC shall maintain Worker's Compensation insurance during the term of this Agreement on all employees assigned to work for Detroit Achievement Academy under this Agreement. Upon written request, HR CHARTER CONSULTING, LLC shall provide a Certificate of Insurance verifying coverage of Worker's Compensation insurance:

j) At-Will Employment Relationship. HR CHARTER CONSULTING, LLC retains the right to not hire any candidate for employment and to terminate any Covered Employee with or without cause. Upon termination of a Covered Employee, HR CHARTER CONSULTING, LLC shall provide the Principal and Academy Board with written notice of said termination.

k) Implementation and Supervision of Policies and Procedures. During the term of this Agreement, HR CHARTER CONSULTING, LLC shall have the right and authority to implement and supervise personnel policies and procedures relating to the Covered Employees. HR CHARTER CONSULTING, LLC shall make good faith reasonable efforts to act in the best interest of Detroit Achievement Academy with regard to its policy and procedure in exercising control over Covered Employees. Detroit Achievement Academy agrees to cooperate and assist HR CHARTER CONSULTING, LLC in the implementation and supervision of all such policies and procedures.

l) Hiring, Evaluating, Supervising, Disciplining and Firing. HR CHARTER CONSULTING, LLC shall have the ultimate authority and control over hiring,

evaluating, supervising, disciplining and firing of Covered Employees consistent with the Detroit Achievement Academy approved budget. HR CHARTER CONSULTING, LLC shall consult and take input from Principle on hiring, evaluating, supervising, discipline and firing Covered Employees but HR CHARTER CONSULTING, LLC will ultimately make all final recommendations and decisions in regards to all Covered Employees. Detroit Achievement Academy may recommend termination of the assignment of a Covered Employee to Detroit Achievement Academy, it being understood that HR CHARTER CONSULTING, LLC retains full control over all personnel decisions involving Covered Employees, and ultimate authority to resolve and decide employee issues and/or concerns subject to the budgetary limitations established by Detroit Achievement Academy . HR CHARTER CONSULTING, LLC shall consult with the Principle concerning any hiring, evaluating, supervising, disciplining, and firing before formal action is taken. Detroit Achievement Academy Board will have input on the selection and evaluation of the Principle when the board does not directly hire the Principle.

i. Evaluation Systems. The Academy is required to ensure that it and CHARTER CONSULTING, LLC comply with the following:

a) Administrator and Teacher Evaluation Systems. HR CHARTER CONSULTING, LLC shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that complies with sections 1249 and 1250 of the Code.

b) Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board is required to shall notify the pupil's parent or legal guarding that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian by U.S. mail

not later than July 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification. HR CHARTER CONSULTING, LLC shall provide the Academy Board with information necessary to discharge this obligation.

c) Teacher and Administrator Job Performance Criteria. HR CHARTER CONSLUTING, LLC shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria.

ii) HR CHARTER CONSULTING, LLC shall provide to the Academy Board copies of all evaluation tools and notices implemented in accordance with this section.

m) On-site Supervision. HR CHARTER CONSULTING, LLC shall be responsible for on-site employee supervision directly and through its On-Site HR Consultant assigned to Detroit Achievement Academy. The On-Site HR Administrator will serve as the liaison to the Detroit Achievement Academy Principle on employment matters on behalf of HR CHARTER CONSULTING, LLC. The Principle will administer the overall operation of Detroit Achievement Academy and report to the Board on all other operational matters. The On-Site HR Administrator will administer all personnel issues and keep the Principle informed of employment related matters. The On-Site HR Administrator shall be the on-site consultant for HR CHARTER CONSULTING, LLC and shall assist HR CHARTER CONSULTING, LLC with its administrative and personnel responsibilities on Detroit Achievement Academy premises. As to all administrative and

personnel matters, the On-Site HR Administrator shall coordinate with and report to designated HR CHARTER CONSULTING, LLC managers and officers at HR CHARTER CONSULTING, LLC's home office. HR CHARTER CONSULTING, LLC, after consulting with the On-Site HR Administrator, shall determine the procedures to be employed by Covered Employees in the day-to-day performance of their job responsibilities. HR CHARTER CONSULTING, LLC shall make good faith reasonable efforts to act in the best interests of Detroit Achievement Academy with regard to Detroit Achievement Academy policy and procedure in exercising control over the Covered Employees. HR CHARTER CONSULTING, LLC shall make certain that all appropriate guidelines concerning HR CHARTER CONSULTING, LLC's oversight of Covered Employees is followed by said On-Site HR Administrator and that its On-Site HR Administrator shall comply with all HR CHARTER CONSULTING, LLC directives dealing with its responsibilities herein above set forth.

2. HR CHARTER CONSULTING, LLC Requirements.

a) Compliance with Applicable Criteria. HR CHARTER CONSULTING, LLC assumes sole responsibility for assuring that all services set forth in Paragraph 1 provided by HR CHARTER CONSULTING, LLC are provided in compliance with and conform to (i) all applicable federal, state and local government laws, rules and regulations, including, but not limited to all civil rights laws, Bullard-Plawecki Employee Right to Know Act, Whistleblower's Protection Act, Fair Labor Standards Act, and Fair Credit Reporting Act; (ii) all pertinent policies of those accrediting agencies from which Detroit Achievement Academy has secured or is seeking accreditation, including but not limited to GVSU and the Michigan Department of Education; and (iii) all other applicable written policies of Detroit Achievement Academy as communicated to HR CHARTER CONSULTING, LLC through the Principle, the Board President or Board minutes. HR CHARTER CONSULTING, LLC shall promptly provide to Detroit Achievement Academy , within twenty four hours of receipt, all notices, reports or correspondence from individuals or governmental agencies that assert claims, deficiencies or charges against Detroit Achievement Academy or HR CHARTER CONSULTING, LLC that otherwise threaten the suspension, revocation, or any other action adverse to any approval, authorization, certificate, determination, finances, license or permit required or necessary to own or operate Detroit Achievement Academy .

b) Employment Laws. HR CHARTFR CONSULTING, LLC shall comply with all applicable federal, state and local employment laws. HR CHARTER CONSULTING, LLC shall comply with the Fair Labor Standards Act and control all overtime.

c) Records. HR CHARTER CONSULTING, LLC shall maintain actual time records and verify the accuracy of all wage hour information provided to HR CHARTER CONSULTING, LLC at the end of each pay period. HR CHARTER CONSULTING, LLC shall verify the accuracy of all wage and salary reports which shall be supplied to Detroit Achievement Academy by HR CHARTER CONSULTING, LLC at the end of each pay period. Detroit Achievement Academy shall not pay any wages, salaries or other compensation, including employee benefits, to Covered Employees subject to Section 1b above.

3. Detroit Achievement Academy Requirements. Detroit Achievement Academy shall provide the following:

a) Personnel Requirements. Advise HR CHARTER CONSULTING, LLC, through the Principle, of the staffing levels, by classification required by Detroit Achievement Academy, consistent with its approved budget, to perform its mission.

b) Financial Reports. Prepare annual budgets and periodic financial reports as required by GVSU, the School Code, and/or statute or as desired by the Board.

c) Safety Requirements. Detroit Achievement Academy and HR CHARTER CONSULTING, LLC shall comply with all safety, health and work laws, regulations and rules at its their own respective expense. Detroit Achievement Academy and HR CHARTER CONSULTING, LLC shall also comply with all safe work practices and use of protective equipment required by federal, state or local law. All accidents involving employees shall be reported promptly upon detection to HR CHARTER CONSULTING, LLC by the Principle. Detroit Achievement Academy shall reasonably cooperate with HR CHARTER CONSULTING, LLC's Worker's Compensation carrier and liability insurance carrier who shall have the right to inspect Detroit Achievement Academy 's property in a manner and at such times as not to be disruptive of the Academy's business.

d) Confidential Information. Detroit Achievement Academy shall be solely responsible for instituting and maintaining safeguards and procedures for personnel handling confidential information, money or other items of value owned or

possessed by the Academy. HR CHARTER CONSULTING, LLC may require bonding of such individuals. In the event HR CHARTER CONSULTING, LLC requires such bonding, it shall be at the sole cost and expense of HR CHARTER CONSULTING, LLC. Detroit Achievement Academy shall give HR CHARTER CONSULTING, LLC written notice of such individuals it desires to be bonded, in which case, Detroit Achievement Academy shall bear such cost.

e) Discipline, Layoff, or Termination of Employees. Detroit Achievement Academy agrees to comply with all HR CHARTER CONSULTING, LLC personnel directives, both general and specific, regarding the discipline, layoff, or termination of Covered Employees. Detroit Achievement Academy further agrees to immediately notify HR CHARTER CONSULTING, LLC of any material change in the current business operations of Detroit Achievement Academy .

f) Personnel Issues. In the event Detroit Achievement Academy becomes dissatisfied with the performance of any individual HR CHARTER CONSULTING, LLC employee assigned to Detroit Achievement Academy , HR CHARTER CONSULTING, LLC shall be notified, in writing, setting forth the nature of the dissatisfaction, the proposed remedial action, and any specific action requested.

g) Applicant/Employee Background Checks. HR CHARTER CONSULTING, LLC shall be responsible for performing all pre-employment, and any employment related background, license and eligibility review and other screening and investigation required by federal, state or local law, including the Michigan Revised School Code (the "Code"), of all Covered Employees. The results of the screening and investigation will be reported to HR CHARTER CONSULTING, LLC which will notify the Board President or his/her designee should there be any action proposed or necessitated by the Board according to applicable statute or if there is a conviction that could result in an issue, including a negative public perception of the Academy or its staff and programs or anticipated adverse consequences with GVSU. All direct costs or fees incurred by HR CHARTER CONSULTING, LLC in connection with the screening and investigation shall be billed to and paid by Detroit Achievement Academy without markup. The results of the screening and investigation of pre-employment records must be made available for review by the GVSU Charter Schools Office. It is understood that HR CHARTER CONSULTING, LLC may choose to assign the applicant and employee background checks to an employee(s) of HR CHARTER CONSULTING, LLC assigned and located at Detroit Achievement Academy. At a minimum, HR CHARTER CONSULTING, LLC shall undertake the following related to school safety

background checks:

A. Compliance with School Safety Initiative. HR CHARTER CONSULTING, LLC acknowledges and agrees that unless the Academy notifies it that it is not subject to the provisions of Michigan Public Act 84 of 2006, as amended (hereafter "PA 84 of 2006"), HR CHARTER CONSULTING, LLC will, either directly or through a subcontractor, have any of its agents, employees or representatives who will be on the Academy's premises, fingerprinted and subjected to criminal history and background checks through the Michigan State Police and Federal Bureau of Investigation, as detailed in PA 84 of 2006, prior to commencing any work under this Agreement. HR CHARTER CONSULTING, LLC further agrees to provide the Academy with a copy of all fingerprinting and criminal history background reports prior to commencing any work under this Agreement. The cost of this undertaking shall be borne by the Academy for those staff who are included within the Description of Staff Responsibilities appended to the Academy's charter and at cost to HR CHARTER CONSULTING, LLC, as the case may be, for staff providing services at the Academy but not listed in the Description of Staff Responsibilities. The Academy acknowledges that no individual may begin work as an employee or otherwise undertake any performance hereunder prior to the time such employee is legally permitted to begin employment pursuant to applicable law and such individual is approved by HR CHARTER CONSULTING, LLC.

B. Compliance with PA 84 of 2006. In addition, unless notified it is not subject to PA 84 of 2006, HR CHARTER CONSULTING, LLC represents and warrants to the Academy that it will at all times during the term of this Agreement be in compliance with the provisions of PA 84 of 2006, including, but not limited to, reporting to the Academy within 3 business days of when they (severally), or any of their agents, employees or representatives who will be on the Academy's premises, are charged with a crime listed in Section 1535a(1) or 1539b(1) of the Revised School Code, being MCL 380.1535a(1) and 380.1539b(1), a substantially similar law, or other crimes required to be reported under PA 84 of 2006, and to immediately report to the Academy if that person is subsequently convicted, pleads guilty or pleads no contest to that crime.

C. Unprofessional Conduct Checks. HR CHARTER CONSULTING, LLC further acknowledges and agrees that it or a subcontractor will conduct unprofessional conduct checks, in accordance with MCL 380.1230b, before hiring an employee assigned at the Academy, the cost of which will be reimbursed by the Academy.

D. Although CHARER CONSULTING, LLC may use a subcontractor to perform the tasks listed in subparagraphs A and C above, regardless of the entity which conducts such tasks, HR CHARTER CONSULTING, LLC shall be and remain responsible and accountable to the Academy Board for all such tasks and interpretations thereof.

4. Term of Agreement. This Agreement shall commence on July 1, 2013 and continue for a period of thirty six months, through June 30, 2016. If, as a result of a change in the law, Detroit Achievement Academy and/or HR CHARTER CONSULTING, LLC becomes obligated for MPSERS or an unexpected fee or tax is instituted, (e.g. State service tax fee) either party may immediately invoke the 90 day termination notice provision at any time during the contract. Termination of this Agreement shall not affect the continuation of the obligations of either party incurred during the term of the Agreement. The parties acknowledge that as part of any contract reauthorization with GVSU, GVSU may require Detroit Achievement Academy and HR CHARTER CONSULTING, LLC to submit an entirely new Agreement for review by GVSU.

5. Fees. Detroit Achievement Academy shall pay HR CHARTER CONSULTING, LLC the following fees for the services rendered under this Agreement:

a) Service Fee. A Service Fee shall be charged to Detroit Achievement Academy equal to the total gross pay of all Covered HR CHARTER CONSULTING, LLC employees assigned to Detroit Achievement Academy multiplied times .03 (the Service Fee Multiplier). The Service Fee shall be applied as follows: each pay period, the Service Fee Multiplier shall be applied to the gross payroll for that pay period, itemized and collected by wire transfer as detailed herein.

b) Payroll Costs. Payroll costs will be charged, in addition to the service fee, equal to Gross Payroll and associated payroll costs including

FICA, FUTA, SUTA, Workers Compensation and any additional taxes passed by the State and/or Federal government during the term of this Agreement.

c) Timing. Client agrees all payments will be made via ACH transfer 48 hours in advance of each pay day starting the 2nd pay period in October 2013 and ending no later than the final pay day in July 2014.

All benefits provided per 1.) d. and e will be billed to Detroit Achievement Academy on a pay period basis. HR CHARTER CONSULTING, LLC will provide written notice within 5 business days of receiving notice of an increase to any of the costs other than the service fee costs and include said increase as of the effective date of the increase however, this provision shall not apply to a change in payroll costs which may vary because of a change in hours worked by employees. Detroit Achievement Academy , at its election, may respond to the written notice of cost increase by issuing notice to cancel effective 90 days after the date of cost increase.

HR Charter Consulting, LLC agrees that all costs for payroll and benefits shall, for the period of August 1, 2013 through October 15, 2013, be billed to the Academy and payable no later than July 31, 2013. Although Client may pay the outstanding billed accrued balance at any time, Client may also elect the following: payment of 10% of any outstanding balance within 48 hours of receiving its first installment of state school aid funds from the State of Michigan for the 2013-14 school year, currently estimated to be made on October 20, 2013, with the remaining balance to be paid between November 15, 2013 and July 31, 2014 in 18 equal installments of 1/18th of the outstanding balance on each payroll cycle occurring between November 15 and July 31. Client agrees the balance of all outstanding invoices will be paid in full no later than July 31, 2014. Client also agrees HR Charter Consulting, LLC will charge 6% per annum interest in the outstanding balance of all pre-funded payroll and benefit costs outstanding after thirty days.

6. Additional Costs, Fees and Expenses. Detroit Achievement Academy shall pay all additional costs or expenses incurred by HR CHARTER CONSULTING, LLC that are incidental to the performance of this Agreement provided such costs are detailed in advance to the Academy Board. These additional costs, fees or expenses may include, but are not limited to, employee replacement costs, applicant/employee background check fees as detailed herein, direct costs for hiring temporary personnel, direct cost for substitute teachers, fidelity bonding in accordance with the terms of this

Agreement, and Detroit Achievement Academy approved training programs.

7. Payment of Costs, Fees and Expenses. Detroit Achievement Academy shall execute a Wire Transfer to HR CHARTER CONSULTING, LLC at least 48 hours prior to each payroll date, from the designated Detroit Achievement Academy account in an amount equal to the Services Fees, Payroll costs described in Paragraph 5 and Costs, Fees and Expenses described in Paragraph 6 of this Agreement, upon receipt of a detailed billing. If there is any disputed amount to an invoice, the non-disputed amount shall be ratified. If there is a disputed amount, whether ratified by the Detroit Achievement Academy Board or not, the parties shall meet within fourteen (14) days to discuss and attempt to resolve the disputed amount prior to submitting the matter to arbitration as addressed in Paragraph 11. Any errors in payment of costs, fees and expenses will be promptly corrected with the parties acting in good faith and with reasonable efforts.

8. Insurance: The Academy will obtain and maintain insurance as required in the Charter Agreement and will name HR CHARTER CONSLUTING, LLC as an additional insured on its general liability insurance policy. HR CHARTER CONSLUTING, LLC shall maintain such policies of insurance as required by Michigan University Self Insurance Corporation, the Academy's Charter Agreement and applicable law. Additionally, HR CHARTER CONSLUTING, LLC shall name the Academy as an additional insured on a separate general liability and umbrella insurance coverage in amounts and on such terms as the Authorizing Body and Board may require. Each party shall ensure that its relevant policies of insurance do not exclude abuse or sexual molestation.

9. Termination of Agreement.

a) This Agreement shall terminate and HR CHARTER CONSULTING, LLC shall be relieved of all responsibility under this Agreement as of the effective date of any of the following events:

i) Detroit Achievement Academy files for bankruptcy or becomes insolvent;

ii) The facility where employees are engaged in work for Detroit Achievement Academy is closed and no successor facility is identified and approved by GVSU;

iii) Detroit Achievement Academy and its successors and assigns discontinue operation;

iv) Detroit Achievement Academy meets the definition of a financially distressed business as set forth in the Worker Assistance and Retraining Notification Act, to the extent the WARN act applies to a Michigan Public School Academy, in which case, the parties shall negotiate an orderly transition of services to ensure educational continuity for the Academy's students;

v) Detroit Achievement Academy 's Contract with GVSU is discontinued or not renewed;

vi) Any other reason set forth in this Agreement, including as identified in Paragraph 4 of this Agreement, which constitutes a default under the Agreement or allows HR CHARTER CONSULTING, LLC to terminate this Agreement.

vii) Failure of Detroit Achievement Academy to timely make payment(s) required by this;

viii) For any of the reasons identified in Section 4, subject to Section 4 notice periods.

b) Detroit Achievement Academy may terminate this Agreement prior to the end of the term specified in Paragraph 4 or in the event (a) an order of reconstitution is issued by GVSU mandating the termination of this Agreement or (b) that HR CHARTER CONSULTING, LLC shall fail to remedy a material breach within 60 days after notice from the Board, provided however that if the nature of the breach is such that the cure cannot be reasonably accomplished within 60 days, then the cure period should be extended so long as HR CHARTER CONSULTING, LLC proceeds to cure with reasonable dispatch. Material breach includes, but is not limited to: (1) HR CHARTER CONSULTING, LLC's failure to account for its expenditures or to pay it obligations as specifically noted in this agreement (provided funds are available to do so), (2) failure of HR CHARTER CONSULTING, LLC to follow policies, procedures, rules, regulations or curriculum duly adopted by the Detroit Achievement Academy Board and communicated to HR CHARTER CONSULTING, LLC, provided that such policies, procedures, rules, regulations or curriculum are not inconsistent with the Contract, as amended, this Agreement, or in violation of applicable law, (3) receipt by the Board of unsatisfactory reports from HR CHARTER CONSULTING, LLC or from an educational consultant retained by the Board about matters concerning HR CHARTER CONSULTING, LLC's performance or the performance of the staff which are not

reasonably corrected or explained; or (4) HR CHARTER CONSULTING, LLC's failure to abide by all applicable laws in its administration of this Agreement. In ordinary circumstances, however, notwithstanding a material breach, the parties will endeavor to plan a method by which the relationship may be terminated at the end of the instructional year or in a manner that does not educationally disadvantage the students of the Academy.

c) In the event Detroit Achievement Academy terminates this Agreement pursuant to this Paragraph, Detroit Achievement Academy shall pay all charges due under this Agreement through the last date of services provided by HR CHARTER CONSULTING, LLC.

10. Indemnification.

To the extent permitted by law, HR CHARTER CONSULTING, LLC shall indemnify, defend and hold harmless the Academy and all of its Directors and agents from and against all taxes, penalties, fines, damages, sanctions, losses, assessments, liabilities, claims, demands, judgments, or other forms of liability, costs, obligations and other expenses, including reasonable attorneys' fees and costs of litigation, whether or not resulting from third party claims, arising out of any act, omission, negligence or misconduct of HR CHARTER CONSULTING, LLC or any of its directors, owners, agents or employees and any breach or other default or noncompliance with any agreement, representation, warranty or covenant on the part of HR CHARTER CONSULTING, LLC, its directors, owners, agents or employees contained in this Agreement or the provision of any of the services contained in or made pursuant to this Agreement. HR CHARTER CONSULTING, LLC also agrees to defend, indemnify and hold harmless the Academy and all of its agents and Directors from any claims made by HR CHARTER CONSULTING, LLC's internal staff employees including, but not limited to charges of discrimination brought through the State Department of Labor, the Equal Employment Opportunity Commission, the Workers' compensation Bureau (or such similar department, commission or board other than State), fees and lawsuits alleging failure to comply with Federal and State wage and hour laws, wrongful termination, discrimination, denial of due process or other labor-related causes of actions resulting from employee discipline or termination. HR CHARTER CONSULTING, LLC shall notify its insurance company, recognize and name the Academy and its Directors, as additional insureds on all applicable policies of insurance, including, but not limited to, general liability and umbrella policies

To the extent permitted by law, the Academy hereby agrees to indemnify and hold harmless HR CHARTER CONSULTING, LLC and its respective officers, directors, employees, agents and representatives, from and against any and all liabilities, costs, causes of action, damages and expenses (including reasonable

attorney's fees and costs of litigation) which HR CHARTER CONSULTING, LLC may incur as a result of the grossly negligent acts or omissions of the Academy or its board members, directors, officers, employees (if any) vendors, agents and representatives. The Academy will notify its insurance company, recognize and name HR CHARTER CONSULTING, LLC as an additional insured on all applicable policies (with the exception of EPLI, which HR CHARTER CONSULTING, LLC shall obtain; the premium of which shall be billed through (without markup) to the Academy by HR CHARTER CONSULTING, LLC). The Academy Board will follow all reasonable directives of the HR CHARTER CONSULTING, LLC's designated agent, the School Leader, in the management and minimization of any and all risks, provided such directives do not abrogate the Academy's extant policies, at the time of the directive in question, or place the Academy in breach of its Charter or other contractual undertakings.

Indemnification of Grand Valley State University . The parties acknowledge and agree that Grand Valley State University , its Board of Trustees and its members, officers, employees, agents or representatives (collectively "University") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, HR CHARTER CONSULTING, LLC hereby promises to indemnify, defend and hold harmless the University from and against all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's approval of the Academy's application, the University Board's consideration of or issuance of a Contract, HR CHARTER CONSULTING, LLC preparation for or operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by HR CHARTER CONSULTING, LLC, or which arise out of HR CHARTER CONSULTING, LLC failure to comply with the Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against HR CHARTER CONSULTING, LLC to enforce its rights as set forth in this section of the Agreement.

11. Arbitration. In the event of a dispute regarding a breach, alleged breach, validity or interpretation of any provision of this Agreement, both Detroit Achievement Academy and HR CHARTER CONSULTING, LLC agree to submit such disputes, except as either party may be seeking injunctive relief, to final and binding arbitration as the sole and exclusive remedy for such disputes. Said disputes shall be governed by the rules of the American Arbitration Association for Commercial Arbitration. The matter may be privately arbitrated at the election of the parties using an arbitrator acceptable to the parties who has experience in human resources, contract interpretation and educational issues. Judgment on the Arbitrator's award may be entered in a court of

competent jurisdiction.

The arbitration hearing will be held in Wayne County and will be the exclusive remedy for resolving the disagreement. Either party may demand arbitration but must do so within one hundred twenty (120) calendar days of the event precipitating the disagreement.

If arbitration is requested by either Detroit Achievement Academy or HR CHARTER CONSULTING, LLC, the parties shall be entitled to be represented by attorneys and/or counsel of their choice. The parties shall equally split the filing fee, and any administrative fees or costs assessed by MMAS, regardless of who requests the arbitration. The parties will split the arbitrator's compensation, and each party will pay its own costs and attorney fees in connection with the arbitration.

If arbitration is requested, the arbitrator may, at his/her discretion and only if germaine to the issues at hand, allow both parties the right to conduct limited and reasonable discovery, which may include depositions, and for a period of time necessary for the parties to reasonably prepare for the arbitration hearing.

The arbitrator may award any and all remedies allowable under this Agreement, including but not limited to equitable relief and money damages. The arbitrator shall issue a written decision, containing his/her findings of fact and conclusions of law.

12. Entire Agreement. This document, being executed in multiple and identical counterparts all of which shall constitute part of the Agreement, contain the entire Agreement between the parties with regard to the subject matter of this Agreement. All previous negotiations, statements and preliminary instruments of the parties and their respective representatives are merged into this Agreement. No modification of this Agreement shall be valid or binding unless such modification is in writing, dated and signed by the authorized representative of each party. The conditions of this Agreement extend to and bind the subsidiaries, successors and assigns of each party.

13. Notices. All notices required or permitted by this Agreement shall be in writing and delivered personally or by first class mail, postage prepaid to the address of each party as follows:

Detroit Achievement Academy:
Detroit Achievement Academy
15000 Southfield
Detroit, MI 48223

HR CHARTER CONSULTING, LLC:
HR CHARTER CONSULTING, LLC
801 Broadway NW, Suite 200
Grand Rapids, MI 49504

With a copy to:

Clark Hill PLLC
Att'n Joseph B. Urban
151 S. Old Woodward Avenue
Suite 200
Birmingham, MI 48009
jurban@clarkhill.com

If one of the parties to this Agreement changes his/her or its address, they shall within thirty (30) days notify the other party, in writing, of the new address. Notice shall be deemed received on the date it is delivered or mailed.

14. Responsibility For Performance of Agreement. Each party, their successors and assigns shall be jointly and severally responsible for the performance of their obligations under this Agreement.

15. Severability and Validity. The invalidity or unenforceability of any provision or part of this Agreement shall not affect the validity or enforceability of any other provision or part of this Agreement.

16. Contract Interpretation. The Parties acknowledge that this Agreement and the language contained in this Agreement are the result of negotiations between the parties and no part of this Agreement shall be construed against either party by virtue of authorship.

17. No Third-Party Rights. This Agreement is intended solely for the benefit of HR CHARTER CONSULTING, LLC and Detroit Achievement Academy , and, except as it relates to GVSU as specifically detailed herein, it shall not be construed to create any benefits for or rights in any other person or entity, including employees, students, or their representatives.

18. Waiver of Breach. The waiver by one party to this Agreement of a breach of this Agreement by the other party shall not operate as or be construed as a waiver of any subsequent breach or breaches by the other party.

19. Caption Headings. The captions headings for each provision of this Agreement are not part of this Agreement nor shall they be use to construe the provision more broadly or narrowly then the text would indicate.

20. Necessary Documents. The parties shall execute all necessary documents required to carry out the terms and intent of this Agreement.

21. Governing Law. The Agreement shall be construed under the law of the State of Michigan.

22. Counterparts. This Agreement may be executed in identical counterparts, each of which shall be deemed an original.

23. Assignment. The Agreement may not be assigned by either party without the written consent of the other party, prior approval of the Detroit Achievement Academy Board, except that HR CHARTER CONSULTING, LLC may assign its rights and duties to an entity within the HR CHARTER CONSULTING, LLC organization upon 60 days' written notice to the Detroit Achievement Academy Board and provided the Detroit Achievement Academy Board approves said assignment.

24. Detroit Achievement Academy Board's Constitutional Duty. No provision of this Agreement shall or is intended to interfere with the Detroit Achievement Academy Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of Detroit Achievement Academy as provided under Michigan law. This Agreement does not prohibit the Detroit Achievement Academy Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

It is acknowledged and agreed by HR CHARTER CONSULTING, LLC that the Academy, as a public body, acts only through its Board, convened in accordance within the requirements of the Michigan Open Meetings Act. While direction may, from time to time, be available through individual members of the Board of Directors or its agents, the Board will not be bound except through its official actions when convened as a public body.

25. Governmental Immunity. No provision of this Agreement is intended to restrict the Detroit Achievement Academy Board from waiving or requiring it to assert its governmental immunity. Nothing in this paragraph shall prohibit HR CHARTER CONSULTING, LLC from asserting any defense that may be available to it under this Agreement or under Michigan law. Detroit Achievement Academy shall not waive or assert any rights to the sole detriment of HR CHARTER CONSULTING, LLC related to Detroit Achievement Academy 's obligations to HR CHARTER CONSULTING, LLC under this agreement unless said actions are the result of an alleged breach of this Agreement by HR CHARTER CONSULTING, LLC.

26. Financial, Educational, and Student Records. Financial, educational, and student records pertaining to Detroit Achievement Academy are Detroit Achievement Academy property, and such records may be subject to the provisions of the Michigan Freedom of Information Act. All Detroit Achievement Academy records shall be physically or electronically available, upon request, at Detroit Achievement Academy 's physical facilities and shall be kept in accordance with applicable state and federal requirements. Except as permitted under applicable law, HR CHARTER CONSULTING, LLC shall not restrict the authorizer's, the public's, or the independent auditor's access to Detroit Achievement Academy 's records consistent with applicable statutes.

27. Independent Auditor. HR CHARTER CONSULTING, LLC shall not select or designate the independent auditor, accounting firm or legal counsel for Detroit Achievement Academy . All finance and other records of HR CHARTER CONSULTING, LLC relating to Detroit Achievement Academy will be made available to Detroit Achievement Academy 's independent auditor at the request of Detroit Achievement Academy or the auditor.

28. Procurement of Equipment, Materials, and Supplies. If HR CHARTER CONSULTING, LLC procures equipment, materials, and supplies at the request of or on behalf of Detroit Achievement Academy, HR CHARTER CONSULTING, LLC shall not include any added fees or charges with the cost of the equipment, materials, and supplies purchased from third parties. Any equipment, materials, or supplies purchased by HR CHARTER CONSULTING, LLC on behalf of or as the agent of Detroit Achievement Academy are the property of Detroit Achievement Academy . When making a purchase on behalf of or as agent of Detroit Achievement Academy , HR CHARTER CONSULTING, LLC shall comply with Section 1274 of the Code as if Detroit Achievement Academy were making a purchase directly from a third party.

29. Detroit Achievement Academy Proprietary Rights. Detroit Achievement Academy owns all proprietary rights to curriculum or educational materials that:

a) are both directly developed and paid for by Detroit Achievement Academy;

b) were developed by HR CHARTER CONSULTING, LLC at the direction of the Detroit Achievement Academy Board with Detroit Achievement Academy funds dedicated for the specific purpose of developing such curriculum or educational materials.

All educational materials and teaching techniques used by Detroit Achievement Academy may be subject to disclosure under the Revised School Code and the Freedom of Information Act.

30. Charter HR Educational Services LLC Proprietary Rights. HR CHARTER CONSULTING, LLC owns all proprietary rights over curriculum, educational or Detroit Achievement Academy management materials:

a) previously developed or copyrighted by HR CHARTER CONSULTING, LLC or

b) previous materials to this agreement that are not otherwise dedicated for the specific purpose of developing Detroit Achievement Academy curriculum, educational or Detroit Achievement Academy management materials.

All educational materials and teaching techniques used by Detroit Achievement Academy are subject to disclosure under the Code and the Freedom of Information Act.

31. Employment Liability. HR CHARTER CONSULTING, LLC is the employer of record for employee compensation, collection of payroll taxes and withholdings, worker's compensation and unemployment liability and payment of benefits, all of which are set forth in this Agreement.

32. Marketing and Development. Should HR CHARTER CONSULTING, LLC provide marketing and development services to Detroit Achievement Academy , the cost paid by or charged to Detroit Achievement Academy shall be limited to those costs specific to the Detroit Achievement Academy program and shall not include any costs for the marketing and development of HR CHARTER CONSULTING, LLC.

33. Compliance with GVSU Contract. Detroit Achievement Academy and HR CHARTER CONSULTING, LLC intend for this Agreement to comply with the Contract issued by GVSU to Detroit Achievement Academy and the Education Service Provider Policies issued by GVSU's Charter Schools Office. To the extent any provision of this Agreement is inconsistent with the Contract or Policies, that provision is invalid and the Contract and Policies shall govern. Any additional costs of compliance because of changes mandated by GVSU will be borne by Detroit Achievement Academy and subject to HR CHARTER CONSULTING, LLC's ability to perform. If the additional costs are deemed excessive by the Detroit Achievement Academy Board, and the matter cannot be resolved, it may opt out of this Agreement by giving 90 days written notice.

This Agreement is executed as of the date first written above and shall only be effective upon notification by GVSU of the Academy Board that GVSU has not disapproved of its terms and conditions.

Detroit Achievement Academy

By: _____ 2/4/14

Its President – LEWIS BUTLER

HR CHARTER CONSULTING, LLC

By: _____

Its President – Daniel S. Barcheski

Detroit Achievement Academy

# SCHEDULE 7

## ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

The Academy will comply with the requirements of MCL 380.580(q) and is required to list "authorized by Grand Valley State University" on property signage, promotional materials, footer of its website pages, and student applications.

# SCHEDULE 7-1

# EDUCATIONAL GOALS AND PROGRAMS

## SCHEDULE 7-1

## EDUCATIONAL GOALS

Academic Achievement
As measured by the state assessment, the school's percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools' mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth
As measured by the state assessment, the school's mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools' mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Date: 3/11/25

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the DAA Board of Directors at a properly noticed open meeting held on the 11th day of March, 2025, at which a quorum was present.

Board Secretary

# SCHEDULE 7-2

# CURRICULUM

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

Illustrative® Mathematics
LEARN MATH FOR LIFE

# IM® K–5 Math certified by Illustrative Mathematics

IM K–5 MATH

IM® K–5 Math

Illustrative Mathematics' collaborative model invites K–5 students to talk and write about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others to further develop their mathematical understanding.

**IM K–5 Math has earned top ratings from EdReports in every review category.**

**View Reports:**

**Imagine Learning**

**Kendall Hunt**

**LAUNCH IM K–5 MATH**

03:12

## See why educators love IM K–5 Math.

> This curriculum has taken all of the fantastic instructional routines teachers were pulling from multiple sources and tied them up with a great big bow into a rigorous, coherent curriculum resource! Students are talking about math like they never have before, and students who would typically not speak up in math class now join the conversation.

— Catherine Castillo, Elementary Numeracy Coordinator for Springfield Public Schools, MO

## *Ready to get started with IM K–5 Math?*

GET STARTED

LAUNCH IM K–5 MATH

IM K–5 MATH V. 360 DESIGN FEATURES

### A coherent progression of learning

CHOOSE A PARTNER

SCHEDULE A CALL

IM v.360 is fully aligned dards and provides the proper focus, rigor, and coherence required to achieve grade-level mathematics. Courses, u presentations are sequenced to help stude of mathematical concepts, build fluency with procedures, and solve mathematical problems that reflect their lived experiences. Each unit and lesson is designed to build on what students previously learned and is part of a mathematical story that spans units and grade levels. This coherence allows students to view mathematics as a connected set of ideas.

### Academic language development

Students acquire mathematical language by actively exploring and learning mathematics. Tasks encourage students to use informal language while making sense of concepts, and introduce academic language as they strengthen their mathematical understanding. The curriculum provides opportunities to develop mathematical language through social interaction and collaboration, and through the use of math language routines (MLRs). These routines also provide opportunities for English learners to engage in the specialized academic language demands of reading, writing, speaking, listening, conversing, and representing in math.

### Culturally responsive pedagogy

Culturally responsive pedagogy supports students in building positive mathematical identities by providing mirrors to reflect their own cultures and experiences, and windows to see the cultures and experiences of others. Problem-solving contexts that positively reflect diverse cultures are applied to courses in grades K–5 to encourage an inclusive mathematics community and build upon students' prior knowledge of mathematics, language, and culture. Throughout the curriculum, students engage in collaborative learning opportunities that center student thinking and allow students to participate authentically.

## Embedded teacher supports

Each unit, section, and lesson begins with a narrative to describe the mathematical work that will unfold, how it connects to what students have previously learned, and how it will prepare students for future coursework. Lessons and activities end with a synthesis that supports teachers in clearing up any misconceptions or questions students may have encountered during their learning. Throughout lessons and activities, teachers can find guidance on providing more access with embedded language support, UDL guidelines, and enrichment opportunities for students who need them. Finally, teachers are invited to develop and refine their practice with reflection questions centered around math content, student thinking, pedagogy, and access and equity.

# Supporting Fluency Development with IM K–5 Math



BUILD FLUENCY WITH IM

## IM K–5 Math Meets Expectations in All EdReports Gateways

IM Certified® math curricula have earned EdReports' highest ratings across all three review gateways: focus and coherence; rigor and mathematical

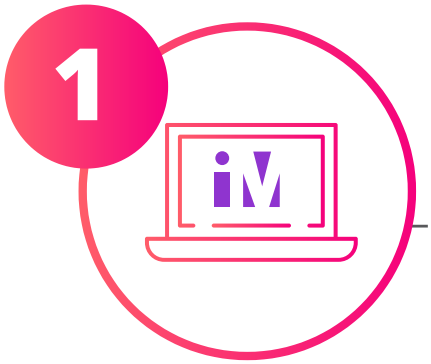
practices; and usability. EdReports is a highly regarded independent nonprofit that reviews K–12 curricula for standards alignment and quality.




VIEW EDREPORTS

| Perfect Score | Perfect Score | |
|---|---|---|
| FOCUS & COHERENCE | RIGOR & MATHEMATICAL PRACTICES | USABILITY |
| 14/14 grades K, 1, 2, 3, 4, 5 | 18/18 grades K, 1, 2, 3, 4, 5 | 25/27 grades K, 1, 2, 3, 4, 5 |

## Ready to Get Started with the IM Certified Experience?



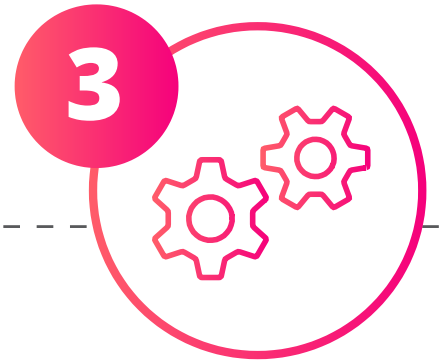

### PREVIEW THE IM CERTIFIED CURRICULUM

Take a closer look at the **IM K–12 Math curricula**, by previewing the demo curriculum.



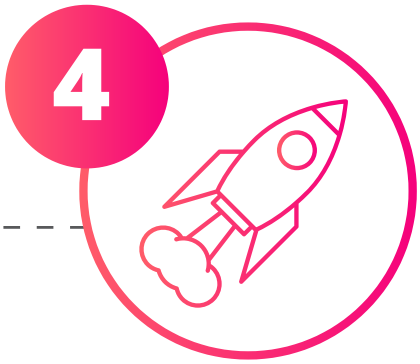

### SELECT AND CONNECT WITH AN IM CERTIFIED PARTNER

Pick **certified distribution partners** who offers online platforms and sell the print resources.




### CHOOSE IM CERTIFIED PROFESSIONAL LEARNING

Reach out to your IM Certified partner to **schedule professional learning opportunities.**




### ACCESS THE IM CERTIFIED CURRICULUM AND START IMPLEMENTATION

Start implementing IM's high quality, standards-aligned, problem-based core curriculum.

Need more info? Want to learn more about our curriculum or our IM Certified Partners?
**Schedule a call with us.**

## Already using IM, but want to learn more?

Reach out to your IM Certified partner to schedule professional learning, order print materials, or obtain digital subscriptions.

IM K–5 MATH FEATURED CONTENT

## Featured IM K–5 Math Blog Posts




With that e-mail, we were off and running in the most exciting race of my professional career. We later agreed to deliver a pilot-ready version of grades 6–8 for the 2016–17 school year, rolling out units just in time as the year progressed, and delivered a final version in the summer of 2017, along with aligned professional learning.

Read More




Amanda Gorman recited her poem, “The Hill We Climb,” on Inauguration Day. Her words were not only inspiring, but a piercing call to action. I thought about my work at IM and wondered what a commitment to “all cultures, colors, characters, and conditions of man” meant in my role.

Read More




We are never more "on" than when we are teaching a lesson. All of our senses are heightened and all of our energy is focused on understanding students and being understood by the students we are teaching.

Read More

## IM K–5 Blog Posts From the Authors

## IM K–5 Math Blog Posts From the IM Community

## IM K–5 Math Blog Post Series

## IM K–5 Math On-Demand Webinars

IM® CERTIFIED PARTNERS




## IM K–5 Math v.360 certified by Illustrative Mathematics is only available from our IM Certified partners.

Our partners offer the ideal curriculum experience because they are committed to providing the IM Certified curriculum to all teachers and students as IM intends it to be experienced, in the format needed to ensure success.

Imagine IM, from Imagine Learning, offers the comprehensive IM v.360 curriculum with enhanced resources. Imagine IM includes classroom-ready print books designed for usability. The digital experience offers customizable lessons, interactive tools, assessments, and exclusive features like digital centers and videos. Imagine Learning is IM's original premium partner and supports districts to ensure implementation with integrity.

LEARN MORE

Kendall Hunt is an IM Certified Partner and print provider of the upgraded IM® v.360 curriculum. The Kendall Hunt version will be the pure, untouched print version – one that is unaltered, unedited, and aligns directly with IM's free digital version. In addition to this upgraded print version, Kendall Hunt offers professional learning opportunities aligned with customer needs.

LEARN MORE

KIDDOM

IM® v.360 powered by Kiddom unites ground-breaking technology with Illustrative Mathematics' high-quality curriculum. Kiddom empowers educators to customize, implement, and measure the impact of IM® v.360 on a simple, powerful platform. A full suite of digital tools and functionality creates dynamic, engaging learning experiences for students, while real-time data supports informed instructional choices.

LEARN MORE

## CHOOSE AN IM CERTIFIED PARTNER

Submit this form and an IM Certified partner will contact you to discuss your options for accessing IM K–5 Math v.360.

IM K–5 MATH AUTHORS

## We're Dedicated to Teacher and Student Success

*Our curricula are designed by respected thought leaders who share IM's goal to create a world where learners know, use, and enjoy mathematics.*



## Kristin Gray

**K–5 Director of Curriculum and Professional Learning, IM K–5 Math v.1**

Kristin's continuous curiosity around students' mathematical ideas drives her work in writing instructional materials that create a coherent mathematical story for all students. She is a National Board Certified 22-year veteran teacher of grades 5, 7, and 8, and was a Teaching Channel Laureate.

Kristin has a B.S. in Elementary Education with a concentration in Mathematics from the University of Delaware, an M.Ed. in Applied Technology in Education, and is the 2014 Presidential Awardee for Excellence in Mathematics and Science Teaching.

Having served as a curriculum writer on IM 6–8 Math, and as the IM K–5 Math Director of Curriculum and Professional Learning, she is committed to providing opportunities for teachers and students to find joy in learning.



## Marni Greenstein

**Grade K–3 Lead, IM K–5 Math v.1**

Marni spent years as an elementary school teacher, math interventionist, K–8 coach, and director of curriculum and instruction in public schools in

Washington, DC, and Brooklyn, NY. She went on to serve as a senior math specialist on the professional learning team at Student Achievement Partners.

Marni has also worked with UnboundEd as a facilitator, supporting teachers and leaders to address systemic racism and disrupt patterns of injustice in mathematics education through strong curriculum, deep content knowledge, and belief in students.

Marni is the managing editor for K–2 Math at Amplify Education where she develops curriculum to support teachers in creating engaging and equitable math communities with their students.



## Dionne Aminata

**Grade 2–5 Lead, IM K–5 Math v.I**

Dionne began her career in education in 2001 as an elementary teacher at LAUSD in Los Angeles, CA, then taught middle school math in Brooklyn, NY, and later served as an instructional coach to new teachers with New York City Teaching Fellows.

Dionne then spent six years as a math content specialist with Aspire Public Schools in Los Angeles, where she led K–8 teachers and leaders through the transition to Common Core State Standards, the adoption of a new math curriculum, and the implementation of equitable teaching practices in mathematics.

Dionne has also worked as a facilitator at UnboundEd's Standards Institutes, helping teachers and leaders from across the country deepen their understanding of the Common Core Standards and engage in critical conversations about systemic bias and racism in math education.

Dionne successfully supported implementation of the IM K–5 Math beta pilot at LAUSD in 2020–21. She earned her undergraduate degree in Sociology and Business at UCLA. She has an MBA in Entrepreneurship and Global Marketing from Babson College, and a Masters in Math Education from CUNY Brooklyn College.



## Alex Clayton

**Kindergarten Lead, IM K–5 Math v.I**

Alex believes that both teachers and instructional materials should empower students to develop their ideas and mathematical identities. She worked as a kindergarten teacher in New Orleans before joining the IM team as the kindergarten lead.



## Brianne Durst

**Grade K–2 Writer and Coherence Reviewer, IM K–5 Math v.I**

Brianne believes that all students deserve the chance to learn mathematics as a subject that makes sense, that this sense-making should be done individually as well as within a math community, and that students need to believe in the value of sharing and reflecting upon their ideas as well as the ideas of others in their math community.

She was a classroom teacher in grades 2 and 4 for a total of 12 years before becoming a math coach. She spent 5 years as a math coach and interventionist for grades K–2 at Community Roots Charter School in Brooklyn, NY. She is also a member of the Math Collective, a group that offers professional learning materials and experiences to teachers in New York City.

Brianne led the Grade 1 revisions for v.I and continues to work at IM as a K–5 Curriculum Specialist. Through her work with IM, she is able to help provide students with a mathematics experience that makes sense and encourages learning with a community of peers.



## Sara Baranauskas

**Grade 1 Lead, IM K–5 Math v.I**

Sara began her career as a grade 6 language arts teacher. When she transitioned to grade 5, her love of teaching mathematics blossomed. With decades of educational experience, Sara is now the K–12 STEM coordinator for two districts in Connecticut. In 2015, she was selected as a LearnZillion National Dream Team Coach, where she collaborated with teachers to develop units for grades 1 and 2.





## Deborah Peart

**Grade 2 Lead, IM K–5 Math v.I**

Now based in Florida, Deborah taught for over 25 years in New York, Connecticut, and Georgia in the public and private sectors. Deborah is the founder of My Mathematical Mind and speaks on a variety of topics related to math identity and literacy connections to mathematics.

Blending her training in yoga and mindfulness with mathematics instruction, Deborah advocates for a mindful approach to teaching mathematics in order to address math anxiety, build confidence, and support the development of positive math identities. She has dedicated her career to helping other educators approach teaching in innovative ways that allow students to see themselves as valued mathematical thinkers and lifelong learners.



## Zack Hill

**Grade 3 Lead, IM K–5 Math v.I**

Zack spent 16 years as a teacher and instructional coach with Pinellas County Schools in Florida, where he coached and presented professional development at the district, state, and national levels. He currently serves on the board of

directors for the Florida Council of Teachers of Mathematics (FCTM) and was the lead writer on the *FCTM Access and Equity Position Statement*.

Zack's work on the IM K–5 curriculum leveraged both his extensive background in mathematics education and his dedication to ensuring quality instruction for every student.



## Kaneka Turner

**Grade 4 Lead, IM K–5 Math v.I**

Kaneka has been a leader inside and outside of the classroom for decades. Her journey as an educator includes experience as a classroom teacher, teacher of gifted education, elementary math coach, Title I elementary math specialist, and district math specialist. In addition to her work in local school districts, she has also served teachers as an author facilitator of math professional learning for more than 18 years.

Her work on the IM K–5 curriculum amplified her dedication to changing lives through teaching, coaching, curriculum development, and professional learning.



## Yenche Tioanda

**Grade 3–4 Writer and Coherence Reviewer, IM K–5 Math v.I**

Yenche is passionate about learning and helping others learn. Her adventures in mathematics education began in Philadelphia, where she taught high school students as a member of Teach For America and later served as a founding teacher of Science Leadership Academy.

Since then, she has strived to create meaningful learning experiences—in mathematics and beyond—as a curriculum designer, leader of professional

learning communities, academic director, and consultant to schools and non-profit organizations.

Yenche served as the lead author of the grade 6 course in the IM 6–8 curriculum, the lead for Algebra 1 in the IM 9–12 curriculum, and a writer for the IM K–5 curriculum.

Yenche holds a BA in Architecture from Washington University in Saint Louis, an MArch from Harvard Design School, and an MS in Education from the University of Pennsylvania.



## Sarah Caban

**Grade 5 Lead, IM K–5 Math v.I**

Sarah started her teaching career on an island off the coast of Maine, teaching in a K–8 one-room schoolhouse, then she spent four years teaching grade 4. Since 2001, she has been a K–12 math coach and coordinator. She also presents professional development at local, state, and national conferences.

Sarah facilitated professional learning for the IM middle school curriculum, and her work as a grade 5 lead puts her passion for listening and collaboration at the heart of every lesson she designs, teaches, and places in a teacher's hand. She believes that all students learn math by doing math together, and sees great value in listening to students' ideas.



## Noelle Conforti Preszler

**Grade K–5 Writer and Coherence Reviewer, Managing Editor, IM K–5 Math v.I**

Noelle values students' experiences with mathematics and works to create classrooms where students feel they belong and know their mathematical ideas are honored.

She is a mathematics educator with a Ph.D. from the University of Washington and over 10 years of undergraduate teaching experience, including 8 years

teaching pre-service teachers in K–8 math content courses.

Along with writing and reviewing lessons across K–5 at IM, Noelle served as the Instructional Designer for the project. Her work focused on thinking carefully about the educative aspects of IM K–5 and its coherence across grades. Noelle led the final content and print book reviews for IM K–5 Math v.I. She continues her work at IM as Managing Editor, K–5 Curriculum.



## Michael Nakamaye

**IM Mathematician in Residence, IM K–5 Math v.I**

Mike is Mathematician in Residence at Illustrative Mathematics. He is the only author who has written classroom materials for every grade of IM curricula.

He has a BA in French from Gonzaga University and PhD in Mathematics from Yale. He taught mathematics at Harvard and the University of New Mexico for over 20 years, including pre-service elementary and secondary teacher courses.

Mike still loves French literature as well as cycling and the music of Rossini. His ideal time is attending the Rossini Opera Festival (by night), biking along the beautiful Italian coast (by morning), and taking a nap or dreaming about mathematical ideas (in the afternoon).



## Liz Ramirez

**VP of Implementation Programs**

Liz unequivocally believes that education is an essential means of empowerment. This conviction guides her passion for advancing access and equity in the field of mathematics education for students and for teachers.

Liz led the strategic direction and development of IM's research-based frameworks for enhancing access for both English learners and students with

disabilities within IM K–12 math. The associated resources and professional learning have equipped IM teachers with math language routines that facilitate discourse and language development, as well as access-supporting instructional strategies grounded in the Universal Design for Learning guidelines.

Liz also managed several projects focused on the development of tools, resources, and guidance to help districts establish the conditions necessary to successfully implement the IM curriculum.

As the vice president of implementation programs, Liz leads the strategy and development of IM programs for teachers, coaches, instructional leaders, and partner organizations. Liz and her team are committed to the continued advancement of IM's professional learning for teachers and support for the districts and organizations that serve them.



## William G. McCallum

**CEO and Cofounder**

Bill McCallum has dedicated his life to helping teachers, educators, mathematicians, and policymakers show fidelity to both mathematical coherence and student learning.

He is an Emeritus Distinguished Professor of Mathematics at The University of Arizona, where he researches number theory and arithmetical algebraic geometry, authors textbooks, and advises researchers and policymakers. Bill's work as a lead writer of the Common Core State Standards in Mathematics earned him the Award for Distinguished Public Service from the American Mathematical Society and the Dolciani Award from the Mathematical Association of America.

As CEO and cofounder of Illustrative Mathematics, Bill chairs the organization's board of directors, helping craft IM's strategic direction and contributing to the curricula. He also represents IM to funders, at speaking events, and in workshops.



## Kristin Umland

**President and Cofounder**

Kristin Umland believes that by coordinating the expertise of teachers, mathematicians, mathematics educators, and business professionals, we can help all students realize their mathematical potential.

Before joining the IM team, she was an associate professor in the Department of Mathematics and Statistics at the University of New Mexico (UNM). After joining UNM with a PhD in Mathematics, she carried out research in mathematics education, taught pre-service and in-service elementary and secondary teachers, and conducted education outreach at the local, state, and national level. A recipient of both the Louise Hay Award and the AMS Impact Award, Kristin's goal has always been to improve the mathematical and pedagogical quality of children's learning experiences.

Illustrative Mathematics
LEARN MATH FOR LIFE

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Oro Valley AZ 85737

855.741.6284

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**IM K–12 Math**

K–5 Math

6–8 Math

9–12 Math

Professional Learning

Resources

**Illustration of Standards**

Practice Standards

Content Standards/Tasks

**The IM Story**

Our Purpose

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IM Certified Partners

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**Support Free Math Instruction for All Learners**

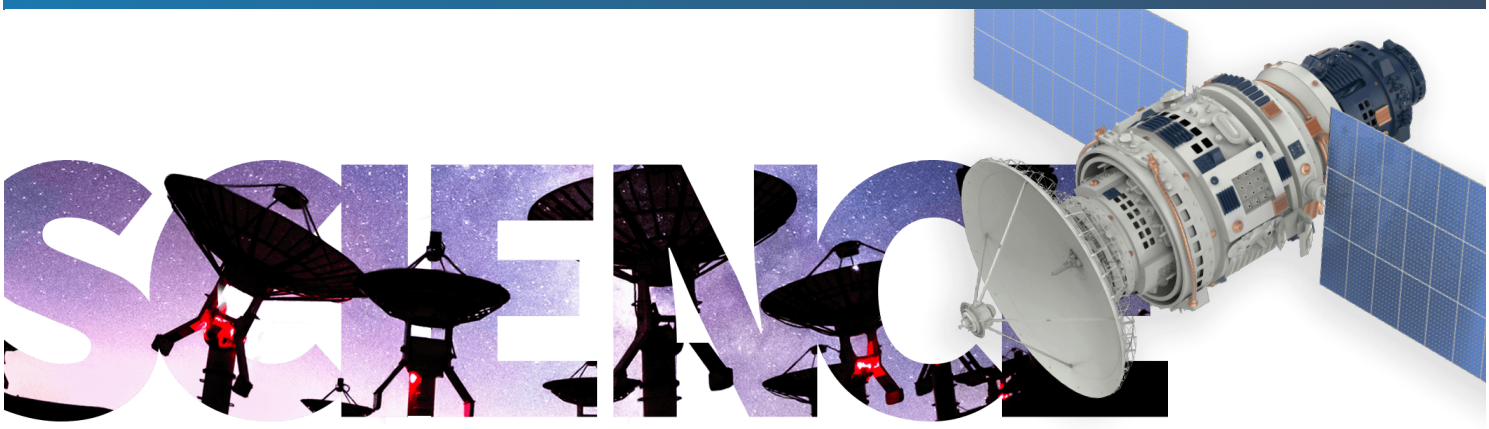
As a nonprofit, we rely on the support of our generous community. Each contribution allows us to reach more classrooms, develop new educational materials, and create opportunities that inspire curiosity and a love for learning.

Learn More

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STEMscopes MICHIGAN 3D K-12 SCIENCE

UPDATE MY LOCATION: MICHIGAN




# NEXT-GEN STEM CURRICULUM FOR NEXT-GEN SCIENCE STANDARDS

Show your students how to *do* science with STEMscopes! Our hands-on approach to learning engages students in real-world science to promote inquiry, excitement, and a passion for STEM. Built off the research-based 5E lesson model and fully aligned to NGSS, STEMscopes offers a digital platform, hands-on kits, and supplemental print, so you have everything you need to provide a meaningful learning experience.

TRY A FREE 30-DAY PREVIEW

EDUCATORS PICK BEST OF STEM WINNER 2022

CONNECT WITH US

## INTRODUCING STEMSCOPES SCIENCE™




# HANDS-ON LEARNING THROUGH REAL-WORLD APPLICATION

Breaking the mold of outdated standards, The Next Generation Science Standards equip students with the skills needed to be successful in academics and future careers. STEMscopes' award-winning curriculum design works together with embedded teacher training to provide both new and veteran educators with the resources and tools needed to prepare students for a lifetime of learning.

Leveraging its digital platform, print, and hands-on kits, STEMscopes Michigan 3D provides a comprehensive approach to Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices through the student-driven inquiry of phenomena across flexible storylines.

## Standards-Aligned

100% alignment is the cornerstone of all we do. From NGSS to your unique state standards, we write STEM science curriculum from the ground up to match the rigor and depth of all objectives.

## 5E + IA Instructional Model

STEMscopes pedagogy is rooted in Bybee's 5E model, Gardner's theory of Multiple Intelligences, and the flipped classroom where students learn by doing and experiencing rather than passively observing.

**WHAT'S THE 5E+IA MODEL?**



## Engaging, Real-world Connections

Students learn best through hands-on experiences with experiments, exploration of ideas, interpretation of what they observe, and their ability to relate scientific concepts to the real world. **STEMscopes Science™** creates a student-centric, STEM learning environment where students actually get to *do* science.

**DRIVE STUDENT ENGAGEMENT**



## Professional Learning

We're here for you every step of the way. Our training programs offer:

- Hands-on use of instruction materials
- Practice using embedded, high-impact STEM instructional strategies
- On-demand trainings to full STEM certification
- Partner benefits with National Institute for STEM Education

**DISCOVER MORE**



## Flexible and Equitable Approach to Teaching and Learning

We equip teachers with more than 25 resources per lesson to effectively differentiate, adapt to any classroom environment, and equitably engage all students in hands-on learning. You can assess or assign lessons digitally or print any element of a lesson for in-person instruction.

GET A FREE 30-DAY PREVIEW

## Research and Results

With a data backbone boasting more than 40 case studies with hundreds of thousands of students, **STEMscopes Science™** has proven itself a leader in the field AND in driving student results while solidifying a real-world understanding of scientific phenomena.

SEE RESEARCH STUDIES

## Blended Learning

**Digital | Print | Hand-On Kits**

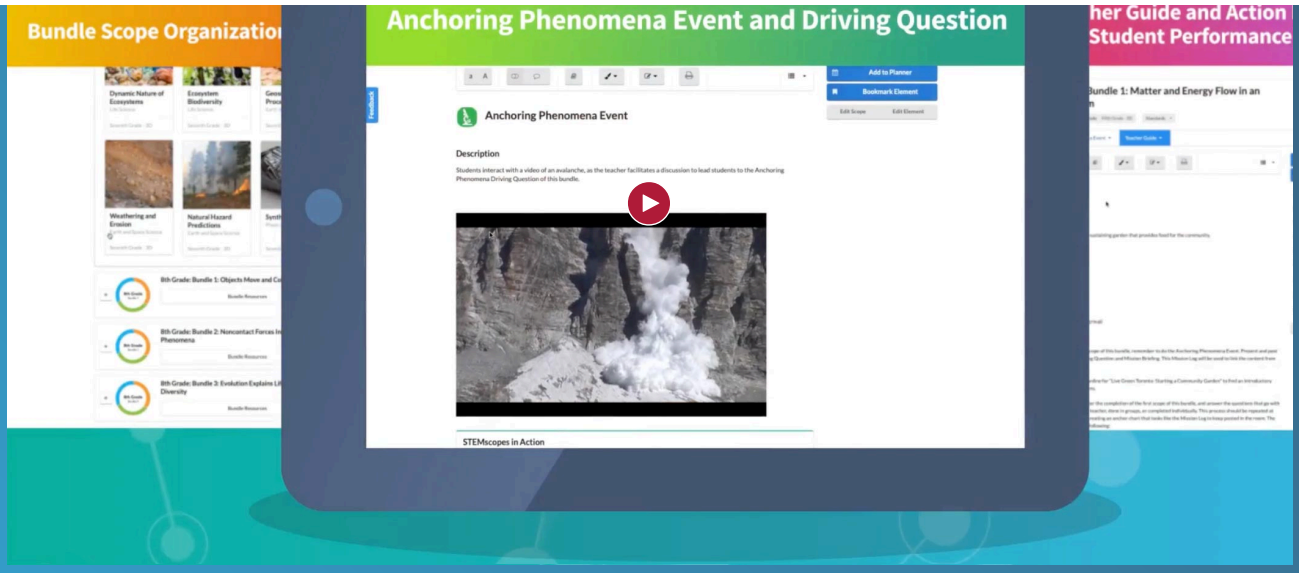
Our blended learning platform offers teachers flexible and modular ways to teach. Use our digital platform to assign activities directly to students, enhance literacy with our print, and make hands-on lab setup a snap with our intuitively packaged kits.

EXPLORE OUR SOLUTIONS

# COHERENT STORYLINES AND PHENOMENA

STEMscopes NGSS 3D is organized into units (bundles), chapters (scopes), and lessons (hands-on Explores) that build upon each other to form a sequence of performance expectations (mission action plan). Publishers often misrepresent coherence as a method of teaching by numbered steps and ordered content. However, coherence in the NGSS allows students to explore a variety of phenomena and apply the three dimensions to real-world concepts using prior knowledge and new understandings.






# STEMscopes NGSS Levels of Coherence

## LESSON DESIGN

Each scope is built on the 5E lesson model—Engage, Explore, Explain, Elaborate, and Evaluate—and lessons are scaffolded to build upon the previous lesson's three-dimensional learning. Throughout each scope, teachers can access resources for extra support and differentiation, including Intervention and Acceleration, to meet the needs of every unique learner.

## LAYERED PHENOMENA

Each bundle begins with an anchoring phenomena event, driving question, and mission action plan. Together, these elements drive the instructional focus of the scopes within a bundle. Scopes also include investigative and everyday phenomena that progressively build student knowledge toward the unit's anchoring phenomena and culminate in the bundle's mission action plan.

# TECHNOLOGY AND DATA INTEGRATION

**Teaching is hard enough. When it comes to technology and integrations, it needs to just work. STEMscopes Science™ easily integrates with your favorite LMS while making digital learning fun and accessible.**

## LMS INTEGRATION

Schoology, Skyward, Clever, and more— we work with your LMS. **STEMscopes Science™** integrations have become synonymous with single sign-on, grade passback, and curriculum mapping.

## GOOGLE CLASSROOM

Google Classroom is here to stay, and with it comes a host of powerful features to make teaching easier and more interactive. Easily connect STEMscopes to your Google Classroom and let the learning begin!

## ONLINE/OFFLINE MODE

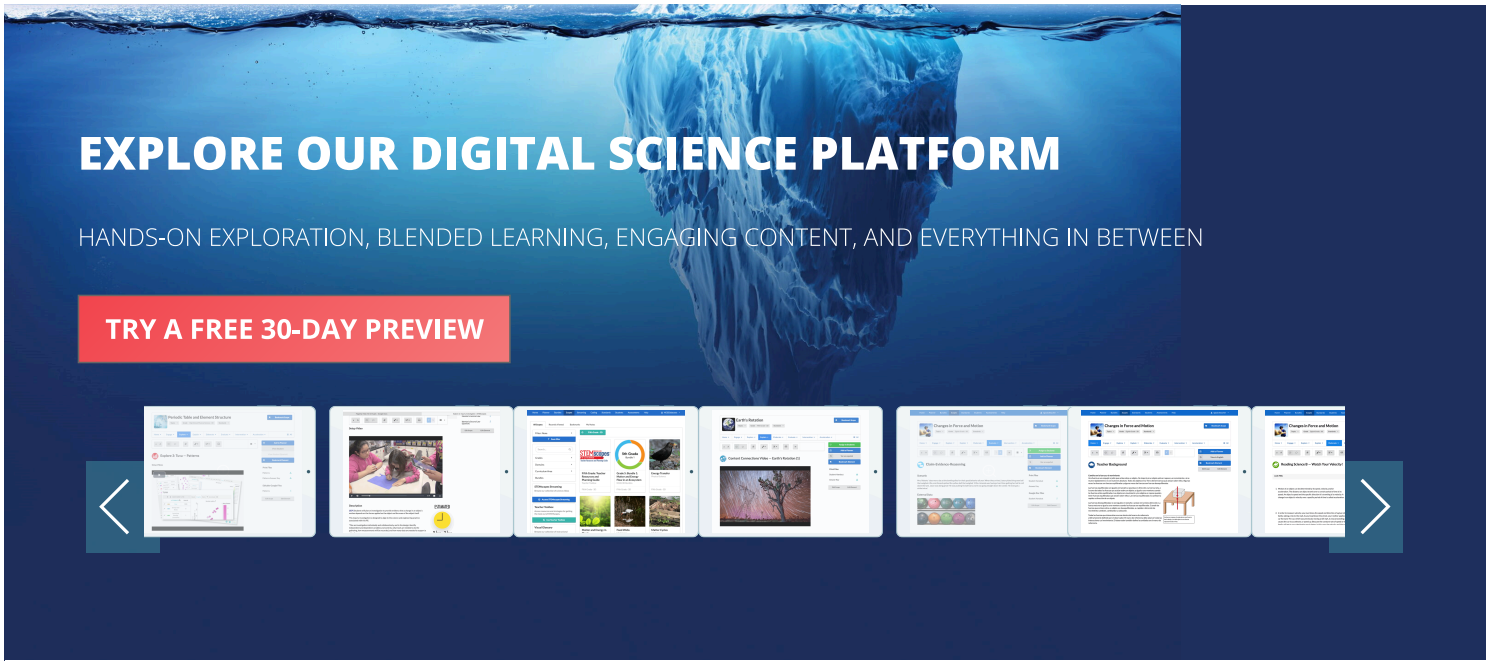
If the pandemic taught us anything, it was that digital and virtual learning are vital to reach all students. With our new offline mode, STEMscopes can be just as mobile as your students, syncing whenever they return to an internet connection.

## SEAMLESS AND FRIENDLY INTERFACE

With your feedback, we've streamlined our interface, added a beginning digital user student version, and made functionalities like annotations, highlighting, and assigning even easier to use.

LEARN MORE






# STEMSCOPES SCIENCE™ RAISES STUDENT ACHIEVEMENT

How do we know that our science curriculum works? The proof is in the data.

Our research studies show that using STEMscopes results in a higher number of students who meet or exceed science proficiency benchmarks on state assessments. Having access to high-quality K-12 curriculum not only helps improve U.S. students' science proficiency levels, but addresses our country's critical need for students to pursue careers in STEM.

Explore our case studies to find out how districts across the country use STEMscopes to improve their science instruction and overall results.

**VIEW CASE STUDIES**

## STEMSCOPES DISTRICTS VS. NON-STEMSCOPES DISTRICTS

2020-2021 SCIENCE STATE STANDARDIZED ASSESSMENTS STATISTICS

# OVERALL PASSING RATE

**AVERAGE ↑** IN STEMSCOPES SCIENCE (ACROSS ALL MEASURED GRADES)

**3.82%**

# 5TH GRADE PASSING RATE

**AVERAGE ↑** IN STEMSCOPES SCIENCE **ECONOMICALLY DISADVANTAGED** CATEGORY

**AFRICAN AMERICAN STUDENTS:**

**4.69-7.19%**

**LATINO STUDENTS:**

**2.51-6.73%**

# 8TH GRADE PASSING RATE

**AVERAGE ↑** IN STEMSCOPES SCIENCE (NOT INCLUDING ECONOMICALLY DISADVANTAGED)

**2.29%**





## EXPLORE OUR OTHER STEM PROGRAMS

Our science curriculum is just the beginning — we offer a full suite of STEM products to engage your students in technology, engineering, math, and more.



BBC LEARNING | STEMscopes STREAMING K-12 SCIENCE

Bring science to life with STEMscopes Streaming! In partnership with BBC Learning, this program offers a full library of world-class footage, current events coverage, behind-the-scenes photography, and integrated activities for the classroom.

LEARN MORE




STEMscopes CODING K-12 TECHNOLOGY | POWERED BY bitsbox

Powered by Bitsbox, STEMscopes Coding walks students through the process of building, customizing, and sharing their own digital apps with typed JavaScript code.

LEARN MORE



STEMscopes DIVE-IN 3-8 ENGINEERING

With DIVE-in Engineering, students deconstruct, imitate, vary, and explore real-world engineering problems, then design their own solutions.

LEARN MORE



KiDE SCIENCE
POWERED BY ACCELERATE LEARNING

Kide Science is a library of play and story-based lessons for early childhood science. Our research-backed and child-led activities complement any curriculum and work with any ability level.

LEARN MORE



AccelerateLEARNING THE LEADER in STEM EDUCATION | Tuva

With a library of more than 800 standards-aligned, interactive lessons, Tuva empowers schools and districts across the country to build data literacy. Educators and students use Tuva's statistical tools to explore, visualize, and analyze real-world data for a deeper learning experience.

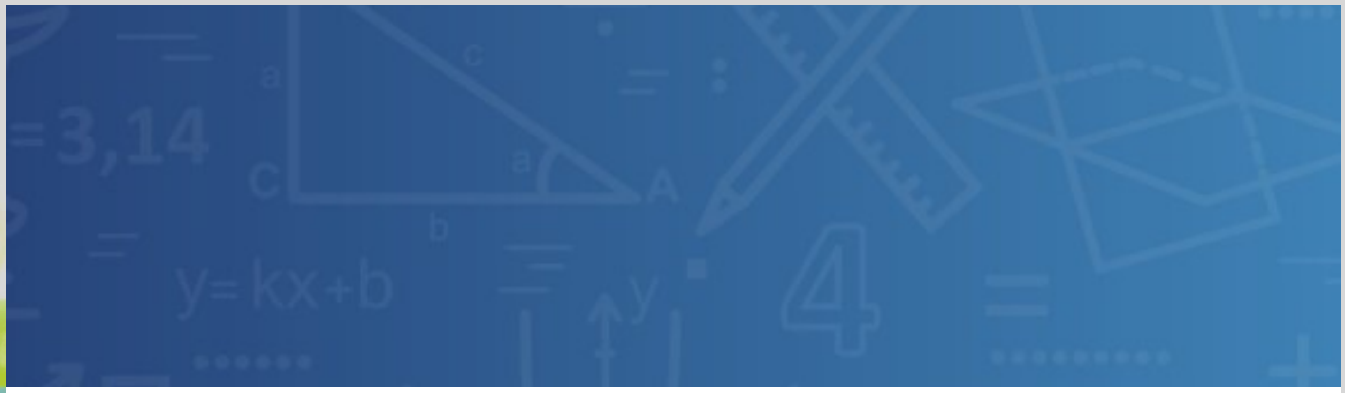
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STEMscopes™ MATH

STEMscopes Math helps your students discover the wonder of mathematics in everyday life through a constructivist approach, CRA-learning, intentional discourse, and the 5E + IA lesson model.

LEARN MORE



MATH NATION

Math Nation is a dynamic online (and printed workbook) resource that helps students master middle and high school mathematics. Math Nation provides 24-hour access to high-quality instructional videos, workbooks, collaborative learning tools, and adaptive assessments and support.

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## WHAT TEACHERS ARE SAYING

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**Angelin Petit Middle School Science Teacher**

Sacred Heart Catholic School, Archdiocese of St. Paul & Minneapolis, Minnesota

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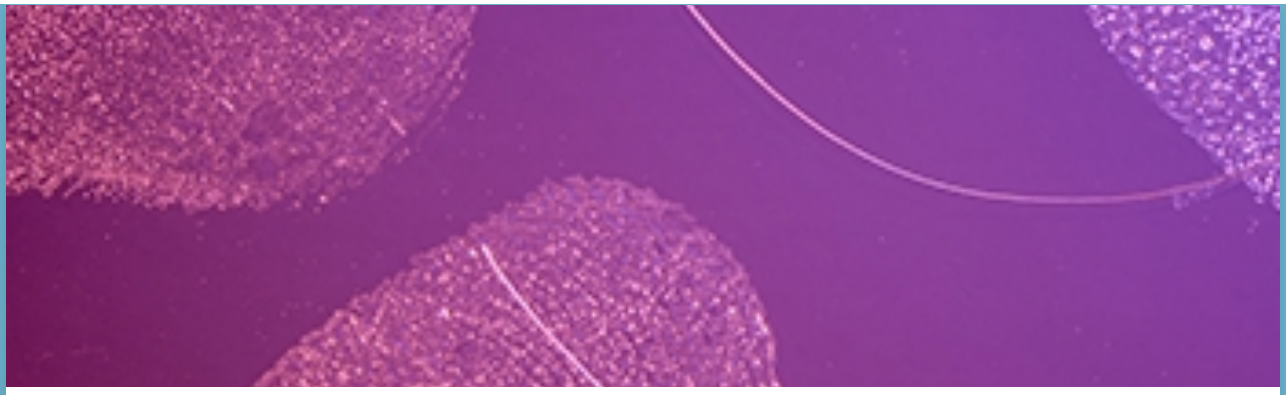
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# A curiosity-driven K–8 science curriculum

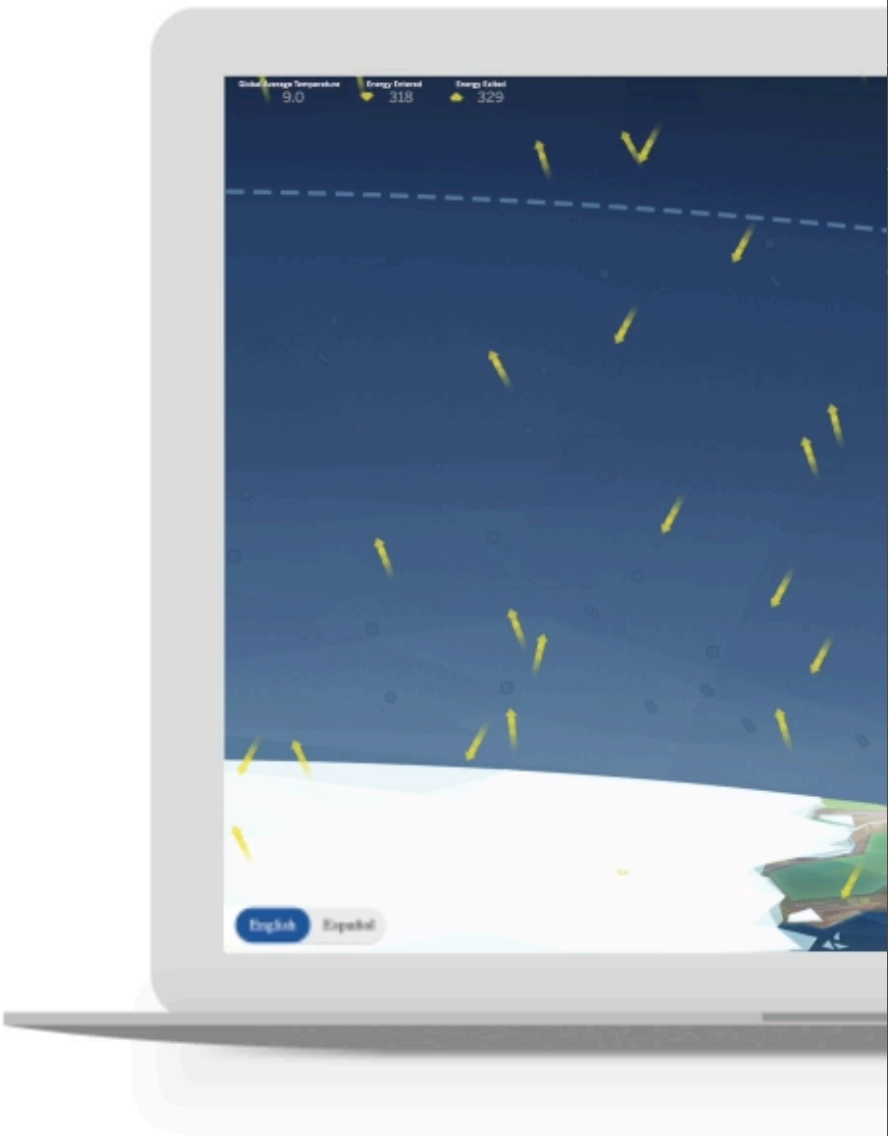
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Amplify Science is a K–8 phenomena-based science curriculum that blends hands-on investigations, literacy-rich ac

Amplify Science for grades K–8 has been rated all green by EdReports.

Request a demo

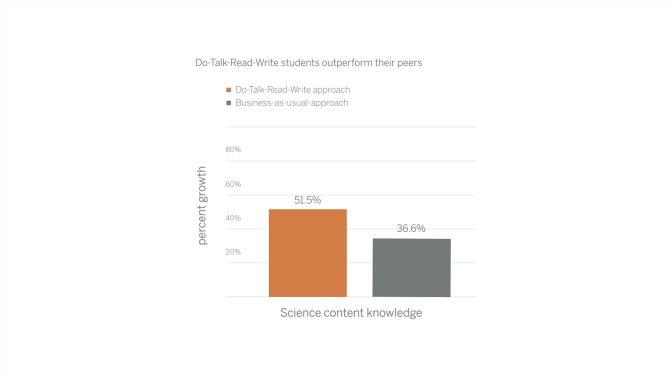
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9.0
318
329
English
Español

# Our approach

Each unit of Amplify Science engages all learners in a relevant, real-world problem where they assume the role of a sc

Request a demo




## A research-backed approach to 3D learning

The research-based Do, Talk, Read, Write, Visualize instructional approach—developed by UC Berkeley's Lawrence Hall of Science—provides students with multiple opportunities and modalities with which to access science instruction. Independent research proves that this model of learning benefits all learners, and our efficacy research shows improved student achievement.

EXPLORE OUR RESEARCH ›

# Students take on roles of scientists and engineers.



In each unit, students take on the role of a scientist or engineer to investigate a realistic problem. These problems provide relevant contexts through which students investigate real-world phenomena that are seamlessly integrated throughout the unit. By positioning students as engineers or scientists, they are actively engaged in designing innovative solutions and making sense of the world around them.

EXPLORE OUR PHENOMENA ›



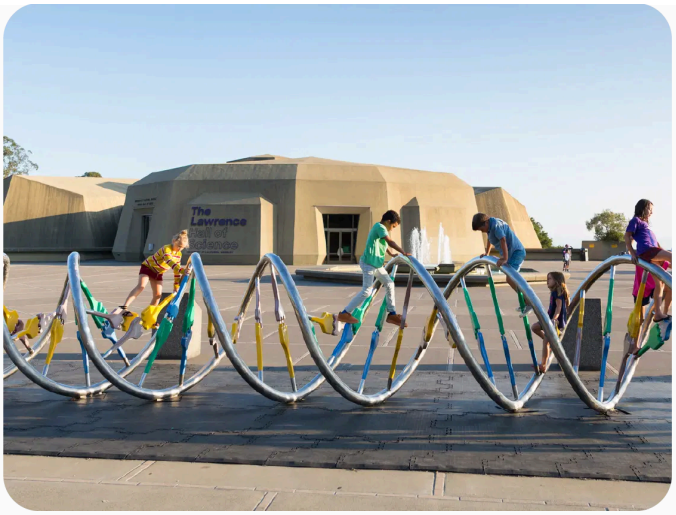
# Authentic 3D learning brought to life

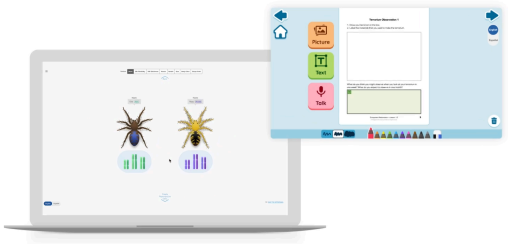
Amplify Science integrates the NGSS—and state standards based on them—not just at a surface level, but throughout every lesson of the unit. Students engage with science and engineering practices, figure out disciplinary core ideas, and make connections when they apply Crosscutting Concepts across thoughtfully structured, multimodal lessons.

LEARN MORE ABOUT AMPLIFY SCIENCE AND NGSS ›

# Developed by science education experts

Amplify Science was developed by The Lawrence Hall of Science at UC Berkeley in partnership with Amplify. It reflects state-of-the-art practices in science teaching and learning.



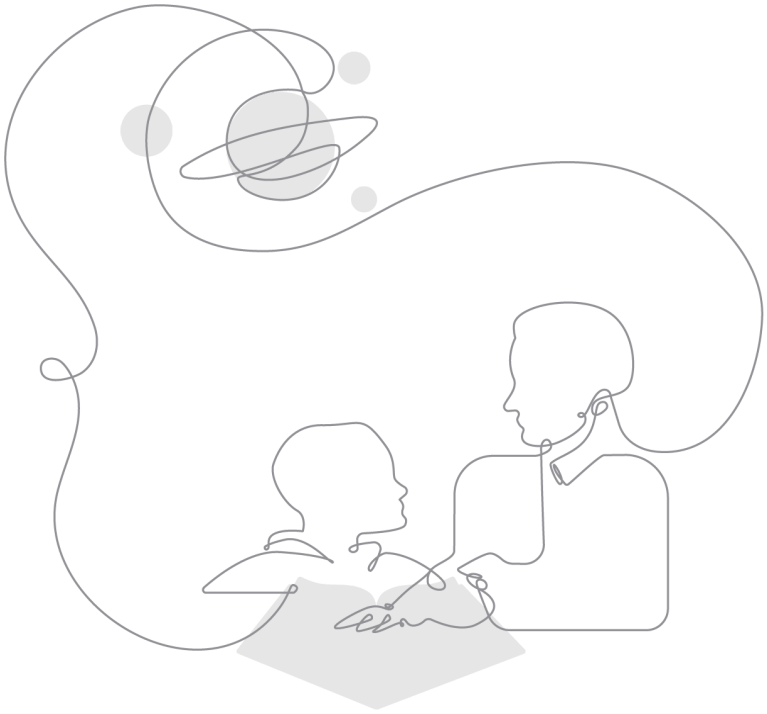




# A flexible, blended program

Amplify Science includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences.

## What's included

Our flexible resources work seamlessly together. Explore the units in Amplify Science.



Elementary

Middle School

Ready to learn more? Fill out this form and we'll be in

Get in touch

touch soon.

## What teachers say

—

"Just looking through the Amplify Science curriculum, I'm wishing I could go back in t concepts with these resources! I love that Amplify is more focused on diving deeper in over the year, rather than grazing the surface of more topics."

Lizzie
Middle school teacher, KIPP charter network Hear from teachers

Read more Amplify Science success stories.

Hear from teachers

# Free infographic!

—

Teaching through phenomena helps your students shift from "learning about" to "figuring out" science concepts and

skills. Download a free infographic to see how phenomena-based learning can transform your classroom.

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## Explore more programs.

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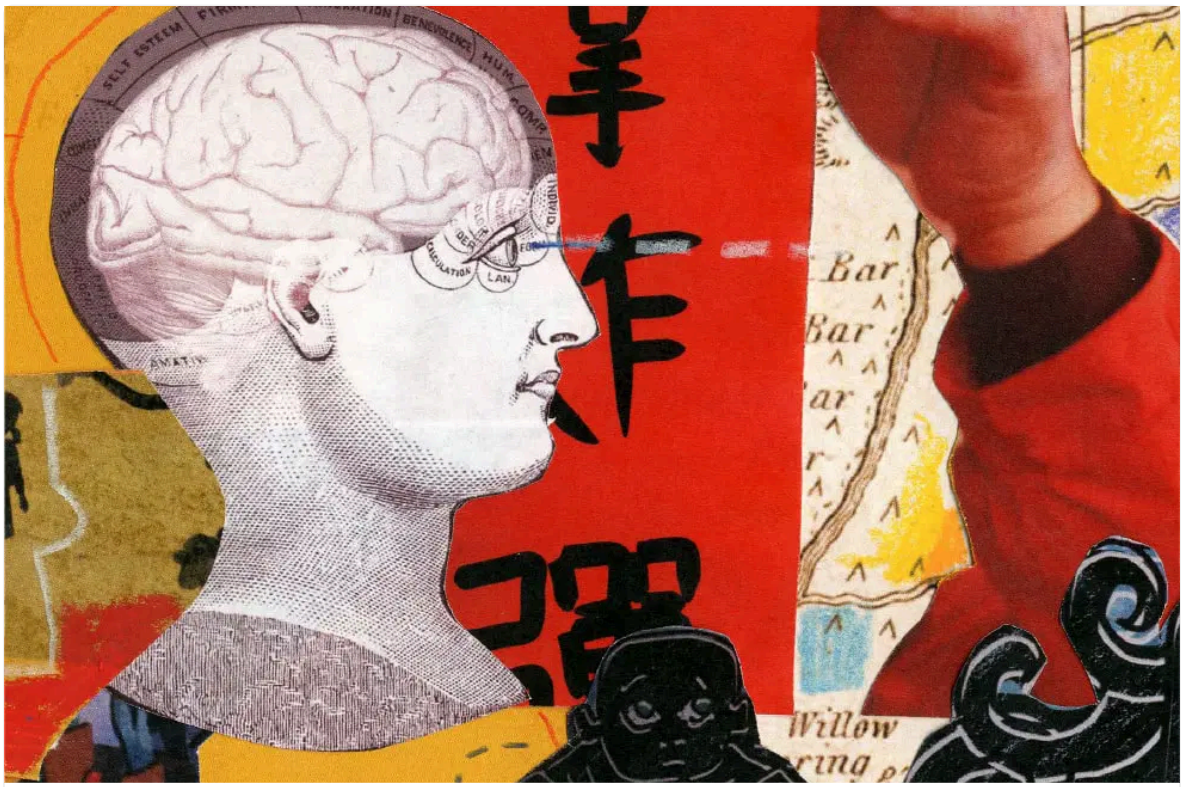
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The leading K–5 Science of Reading literacy program that integrates foundational...

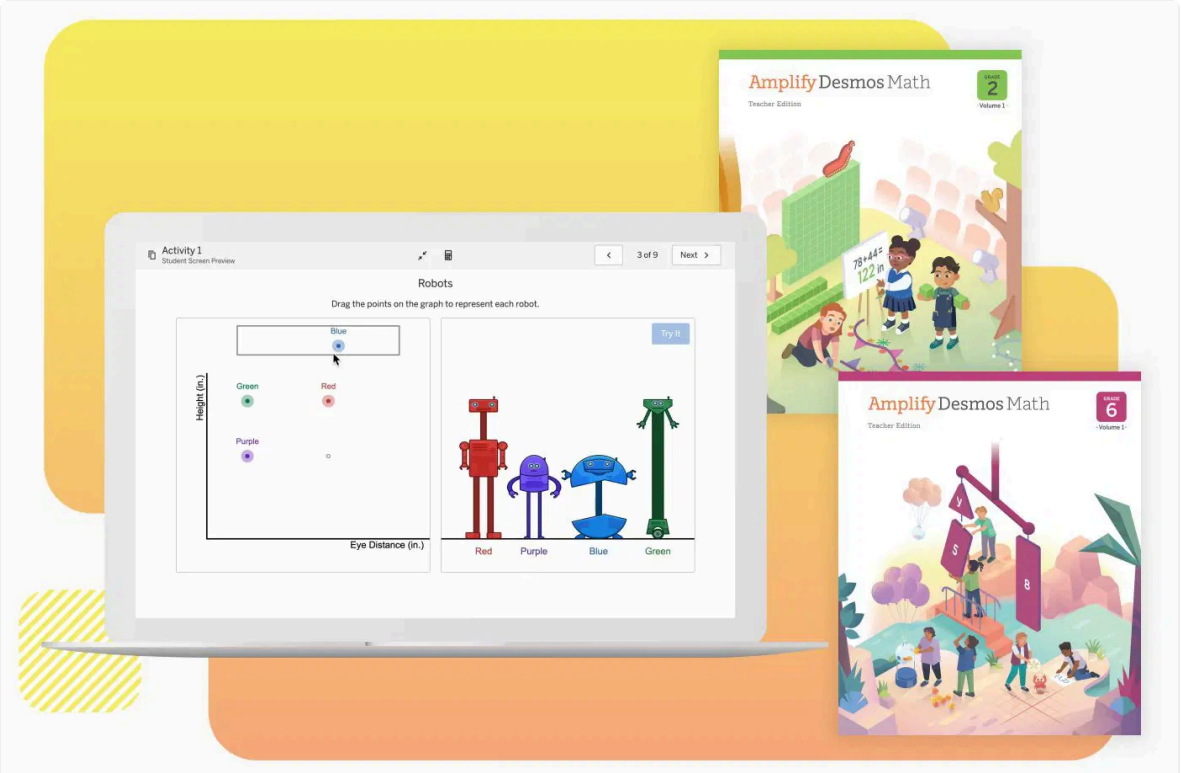
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Our Amplify ELA program prepares middle school students for high school and beyo...

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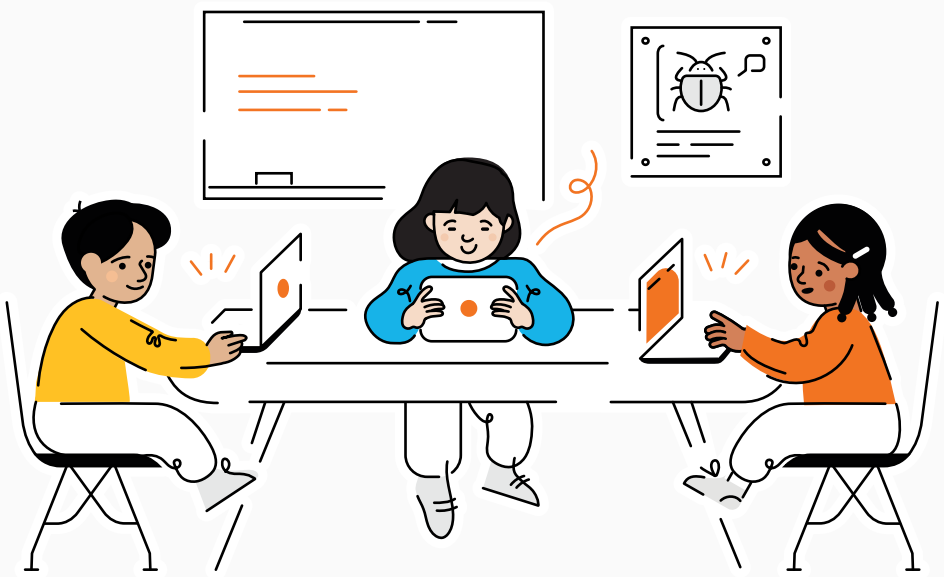



## Amplify Desmos Math

Amplify Desmos Math: Bringing you free math resources and core curriculum lesson...

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K-3

fundations®

Wilson Language Basics

# Program Overview

## Building a foundation for reading and spelling: A multisensory structured literacy approach aligned with the science of reading

Prevention • Tier 1

Early Intervention • Tier 2



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# Levels K-3 Overview

## What is the focus of Fundations®?

Informed by an extensive research base and designed to achieve success with a variety of learners, Fundations® stands out for its presentation of all skills in a systematic and sequential manner across the Levels (a Pre-K Activity Set is also available):

- Print Concepts
- Phonological & Phonemic Awareness
- Phonics & Word Study
- High Frequency Words
- Accuracy, Automaticity & Fluency
- Spelling
- Handwriting & Cursive Writing

Additionally, it significantly reinforces other English language arts standards using an integrated approach, particularly vocabulary and comprehension.

Fundations is delivered to all students in the general education classroom. Learning is made fun while laying the groundwork for lifelong literacy.

**Each Level is a yearlong program:**

- **30 minutes/day**
- **32+ weeks of instruction**

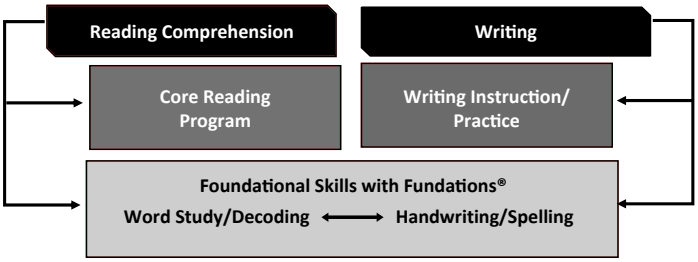
**Fundations Structured Literacy approach to foundational skills instruction is beneficial to all students and necessary for some in order for them to acquire the foundational skills of reading.**



## How does Fundations work with core reading programs?

Fundations K-3 teaches accuracy of decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence that is taught to mastery. For an integrated, comprehensive approach to reading and spelling, implement Fundations alongside a core or literature-based language arts program that includes a variety of text experiences. This will ensure students apply decoding with connected text and apply transcription skills (handwriting and spelling) in their writing.

Both Fundations and the core curriculum should be implemented with fidelity, reinforcing literacy activities throughout the school year.




**Fundations alignment to standards is available at www.wilsonlanguage.com and in the online Fundations Learning Community on Wilson Academy®.**

## Building a Foundation for Reading & Spelling

**Essential Features**

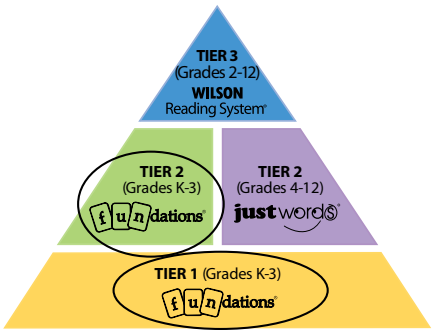
- The curriculum and strategies are expertly aligned to the **science of reading and writing**. The design is informed by 30+ years of working with students, including those with dyslexia.
- Fundations teaches both reading and spelling simultaneously with a **multisensory structured literacy approach**, which explicitly teaches total word structure, not just phonics.
- Skills overlap rather than being treated in isolation. The power of the **30-minute daily lesson** is that it teaches and reinforces skills in a highly integrated approach.
- Thoroughly teaches the **foundational skills** in states' rigorous college- and career-readiness standards and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of these areas.
- Embedded **progress monitoring** means that students requiring a more intensive program can be identified before undergoing years of struggle.


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# Implementation Guidelines

## How does Fundations® fit into an MTSS/RTI framework?

Fundations® is an established part of Wilson's Multi-tiered System of Supports (MTSS) and is integral to a Response to Intervention (RTI) model for successful reading and writing instruction. Each Level provides a yearlong program and is designed for all K-3 students (Tier 1) as well as at-risk students who require early intervention (Tier 2). With Fundations, children of varying learning abilities receive a foundation for reading, spelling, and handwriting.




| | Tier 1: Prevention | Tier 2: Early Intervention |
|---|---|---|
| | Instruction is delivered to **all students** in the *general education* classroom as a phonics and spelling supplement or the word study block of the core literacy program. | Instruction is provided to **at-risk students** needing *strategic intervention* and is conducted in a small-group setting by the classroom teacher and/or push-in or pull-out interventionist. |
| **Student Focus** | • All K-3 general education students | • All K-3 struggling, at-risk readers in lowest 30th percentile |
| **Group Size** | • Whole class | • Small group or one-to-one |
| **Lesson Length** | • Standard lesson is 30 minutes daily, 5 days/week | • Intervention lesson is 30 minutes, 3-5 times per week, ***plus*** the daily 30-minute standard lesson |
| **Setting** | • General education classroom | • May be conducted within or outside the general education classroom |
| **Instructor** | • General education teacher | • General education teacher, reading specialist, paraprofessional, or intervention personnel |
| **Professional Learning and Support** | • Integrated teacher support through Wilson Academy®/Fundations Learning Community (online and specific to each Level)<br>• Virtual Resource Hub (FUN HUB®)<br>• Program workshops<br>• Virtual Implementation Support (VIS)<br>• Demonstration sites with coaching<br>• Sustainability plans with Facilitator and Presenter Certifications | • Integrated teacher support through Wilson Academy®/Fundations Learning Community (online and specific to each Level)<br>• Virtual Resource Hub (FUN HUB®)<br>• Program workshops<br>• Virtual Implementation Support (VIS)<br>• Demonstration sites with coaching<br>• Sustainability plans with Facilitator and Presenter Certifications |

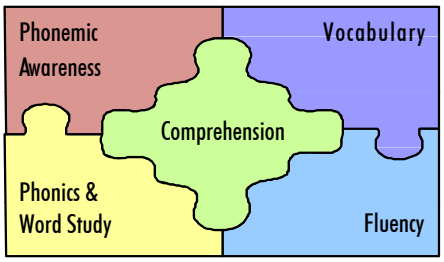
## What supports are available for Fundations® teachers?

- *Hardcover Teacher's Manual*: Explicit and easy-to-follow daily learning plans, a quick glance at the day's activities and procedures, a list of materials to be used by the teacher and students, and extensive resource of controlled texts; Unit Tests and planning for resources provided at the end of each Unit; Digital Teacher's Manuals (all Levels) available with FUN HUB access
- *Integrated, on-demand teacher support*: Extensive, instantly accessible printable materials, animations/video demonstrations, and expert tips through the online Fundations Learning Community
- *Targeted instruction/intervention resources*: Progress monitoring tools for Levels K-2, as well as guidelines, forms, and various templates for Tier 2 instruction
- *Assessments*: Weekly diagnostic checks and Unit Tests to determine student mastery; Unit Test Tracker available with FUN HUB access
- *Home Support*: Information for parents/guardians and accompanying Unit materials (also available in Spanish)
- *Professional learning*: Level-specific and Intervention Workshops, VIS, coaching, and sustainability plans

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# Research Base

Fundations® is based on scientific reading research demonstrating that reading is the intersection of five critical components: phonemic awareness and phonics (also referred to as alphabetics), fluency, vocabulary, and comprehension. In fact, they are specified as critical foundational reading skills in states' college- and career-readiness standards, as well as the National Reading Panel report (National Institute of Child Health and Human Development [NICHD], 2000).




All children in grades K–3 should receive direct, systematic instruction in these five areas. Together, they form the foundation upon which higher level reading skills, critical to success in college and the workforce, are built. Without the ability to fluently pull print from the page and comprehend it, students will be unable to understand complex text, one of the best predictors of college success (Achieve, 2012; ACT, Inc., 2010). A lack of foundational skills is a major cause of poor performance in struggling readers. Word-level deficiencies limit an individual's exposure to text, which impedes vocabulary development and reading comprehension (Hulme et al., 2019; Perfetti, 2010). Fundations instruction is designed to prevent these deficiencies.

*See each Teacher's Manual to learn how Fundations Learning Activities align with effective instruction research.*

**Phonemic Awareness**

Direct instruction in phonemic awareness is a critical component of an effective reading curriculum (Fisher & Frey, 2020; Lonigan et al., 2009; Melby-Lervåg et al., 2012; Rupley, 2009; Rupley et al., 2009). Specifically, research has found that, "Instruction that taught phoneme manipulation ***with letters*** helped normal developing readers and at-risk readers ***acquire phonemic awareness better*** than phonemic awareness instruction without letters" (NICHD, 2000, p. 2-28). Another finding with a similar outcome stated that, "Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet" (Armbruster et al., 2006). Indeed, "Without awareness of phonemes and the ways in which they are represented in print, written words would seem to be arbitrary sets of letters that must be memorized" (International Dyslexia Association, 2022).

Aligned with these findings, phonemic awareness training in Fundations teaches letters with sounds to help students learn to manipulate and segment sounds. Instruction is closely linked with the direct teaching of the alphabetic principle (letter to sound/grapheme to phoneme correspondences). Once students connect phonemes to graphemes, they have established understanding of the alphabetic principle.

## Independent Review by the Florida Center for Reading Research [FCRR] identified the following program strengths:

- Fundations is derived from research found to be effective with diverse learners.
- Fundations is highly systematic within and across lessons.
- Multimodal methods are employed in teaching children sounds, their representative letters, and their combination into words, phrases, and sentences.
- Students learn a variety of techniques to analyze multisyllabic and unknown words, and words with spelling options.
- Frequent practice and review builds students' mastery.
- Fundations can be used in a 1:1, small-group, or whole-class setting, and can be used for prevention, intervention, or immediate, intensive intervention purposes.
- There are many lesson activities and games for whole-class or group participation.
- Materials are teacher friendly and the online Fundations Learning Community provides excellent demonstrations of each teaching activity used in the program. Teachers can review techniques as needed.
- No program weaknesses were noted.

*In U.S. schools, students using Fundations in Tiers 1 and 2 achieve greater gains in foundational literacy skills compared to students using previously implemented programs. These results hold true for English learners (EL) as well.*

*For details: https://tinyurl.com/FUNEvidence*




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# Research Base

### Phonics

Fundations® is explicit and systematic, aligning with research demonstrating that students in the primary grades make stronger gains when provided with direct phonics instruction as compared to incidental phonics instruction that is not clearly defined nor explicitly taught (Ehri, 2020; Ehri & Flugman, 2018; Stuebing et al., 2008). Each grade-level program builds on previously learned skills and concepts and dives into more complex reading skills such as word structure, syllable identification, and segmentation. In Levels K and 1, Fundations students are directly taught letter-sound correspondence in the written form of the English language and then move on to acquire word-level skills, beginning in kindergarten with blending three-sound short vowel words and then words with digraphs. By Level 2, students have learned to read and spell all syllable types in single and multisyllabic words, and more than 200 high frequency and irregular words. In Level 3, they progress further into the study of word structure, focusing on advanced spelling rules and morphology, or word elements.

### Fluency

Research shows fluency is a strong predictor of reading comprehension (Breznitz, 2006; Hudson et al., 2010; Kim et al., 2011; Kim et al., 2012; Lai et al., 2014; Priya & Wagner, 2009). Fundations students use a penciling technique to chunk text into meaningful phrases and practice reading connected text accurately and fluently (Benjamin & Schwanenflugel, 2010; Rosenshine, 2012; Wanzek & Vaughn, 2007; Wolters et al., 2020: Veenendaal et al., 2016). Prosody helps readers chunk text into syntactically appropriate units that assist them in constructing meaning (Arcand et al., 2014; LeVasseur et al., 2008).

### Vocabulary

Word consciousness, or "an awareness of and interest in words and their meanings … can and should be fostered among preschoolers as well as among students in and beyond high school" (Graves, 2006, pp. 7-8). Fundations instruction strives to develop students' interest in and knowledge of both word structure and meanings. Vocabulary is taught directly and with distributed practice (Cepeda et al., 2006; McKeown, 2019; Ellerman et al., 2009). First, students learn the meaning of select words. Selection is based on vocabulary instruction research (Beck et al., 2002; McKeown, 2019). Next, students practice reading or using the words across different contexts, which fosters a deeper understanding of words' meanings and students' memory of them (Cepeda et al., 2006; Rupley et al., 2009; Scott & Nagy, 2004).

### Comprehension

Accurate, fluent word reading is a leading factor affecting a skilled reader's comprehension of text (Carlisle & Rice, 2002; Kuhn & Schwanenflugel, 2018); Fundations instruction supports this goal. Fundations instruction is also informed by research highlighting the behaviors of good and poor readers, and strategies that support comprehension (Marzola, 2011). Although meant to be combined with a core program, Fundations includes both reading and listening comprehension instruction, incorporating visualization and retelling strategies, supported close reading, and oral language instruction.

## Foundational Writing Skills

Fundations incorporates instruction in spelling supported by research demonstrating a connection in the brain between reading and spelling activities, leading researchers to conclude that spelling strongly reinforces reading (James & Engelhardt, 2012; Purcell et al., 2017; Rapp & Lipka, 2011). Additionally, students who are unable to adequately map alphabetic symbols to sounds and lack orthographic awareness have been found to have a corresponding spelling deficit (Ehri, 2020, 2021). This has led to the recommendation that as children learn to read words, they also learn to spell them (Carreker, 2011; Moats, 2020; Shaywitz, 2003; Shaywitz & Shaywitz, 2020). In Fundations, spelling is connected to phonics instruction—students learn to segment and spell words corresponding to decoding patterns. They also learn high frequency words for quick and automatic recognition and for spelling. Capitalization, punctuation, and proofreading skills are taught systematically and explicitly, as is handwriting. These transcription skills are critical to student writing success in later grades. Research indicates that challenges in handwriting and spelling affect the quantity and quality of writing in later grades (Ehri, 2020; Galuschka et al., 2020; Gentry & Graham, 2010; Graham, 2018).

### English Learners

***Decoding words is a prerequisite for reading comprehension. For students needing decoding practice (EL or not), targeted, systematic phonics instruction is essential (Torgesen et al., 2007).***

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# Instructional Principles

*"Using multisensory experiences activates more circuitry during language learning and produces multiple representations in working memory that improve the explicitness, completeness, and durability of what is stored in long-term memory." -Birsh, 2005*

Each Level of Fundations® incorporates the principles of instruction identified by research as effective in increasing achievement for all students, whether struggling, accelerated, or English learners (EL).

## Structured, Sequential, & Cumulative

All concepts are taught and practiced step by step following a specified sequence and building upon previously taught skills. Optimal learning is facilitated by a gradual release of responsibility model that moves from "I do it" (teacher demonstration), to "We do it" (guided instruction/practice), then "You do it together" (collaborative learning), and finally, "You do it alone" (independent success).

## Visible, Direct, & Explicit

The teacher directly teaches all concepts and skills to students through explanation, modeling, and active learning. Classroom demonstrations using manipulatives accompany explanations. Students are only expected to demonstrate knowledge of concepts taught.

## Multimodal, Engaging Multiple Learning Modalities

Lessons are interactive and designed to fully engage students in the task at hand. All skills and concepts are taught and reinforced through visual, auditory, tactile, and kinesthetic senses. This learning through various modalities helps students maintain their focus. For example, students learn by hearing sounds; manipulating color-coded sound, syllable, and word cards; using a finger-tapping technique; writing down spoken words; reading aloud and repeating what they have read in their own words; and listening to others read aloud.

## Differentiated and Diagnostic

Teachers plan lessons diagnostically to differentiate instruction based on students' needs and mastery of previously taught material. Teachers assess student mastery by analyzing student outcomes on formative and summative assessments and through daily observations.

## Integrated

Each lesson plan incorporates a variety of learning activities to ensure an integrated and applied approach to skill and strategy development across all areas of instruction.

## Ample Practice with Targeted Feedback (Teaches to Mastery/Automaticity)

Multiple and varied opportunities to deliberately practice, apply, and reinforce new and mastered skills and demonstrate understanding are provided within each lesson through a range of learning activities. Students receive immediate, specific, and supportive feedback.

Supplemental games, worksheets, activities, and other resources for extra practice and review are available to teachers on the online learning community.

Review is also sent home as extra practice in the Level-specific Home Support Packs.

## Cognitive and Rigorous

Students engage in metacognitive thinking because it is essential to understanding the underpinnings of word structure and it can apply and generalize concepts. Teachers directly discuss with students how and why they can now decode and spell words. Students explain, apply, and generalize concepts to express what they do to succeed.

## Emotionally Sound

Expectations are clear and manageable. Students develop self-efficacy as they see their small successes add up to very measurable achievements. Regular activity routines allow students to focus on learning concepts rather than on activity processes. Students are engaged in rigorous work but have necessary scaffolding and support for both daily successes within a lesson and overall reading and writing success.


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# Instructional Principles

## Sequential and Cumulative Instruction Across the Grades

Each Level of Fundations® builds upon the previous one. Fundations Levels K, 1, and 2 lay the critical groundwork for the foundational skills needed to supplement a literature-based language arts program. Level 3 extends and secures this groundwork, requiring successful completion of Level 2 as a prerequisite due to the advanced nature of the curriculum. Fundations also offers a supplementary activity set for Pre-K students. Additionally, Fundations Ready to Rise® is available to help teachers organize for accelerated learning during the summer months or as an intensive boost in the fall.




## Teaching to Mastery Through Learning Activities

Within a 30-minute lesson, Fundations emphasizes the mastery of skills through activity-based learning.

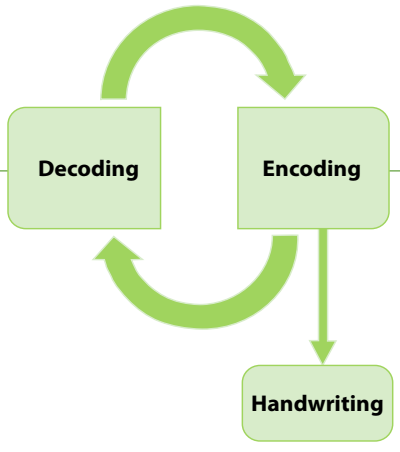
After new concepts are introduced, students engage in a variety of learning activities that allow for:

- ✓ initial practice of new skills
- ✓ deeper development of these skills
- ✓ review of previously taught skills
- ✓ reinforcement of skills through practice with multiple formats
- ✓ integrated practice of new and review skills

Rotating through diverse activities while using different modalities and reinforcements supports learning and mastery while maintaining interest.

**Levels K-3 Learning Activities**

- Alphabetical Order (K-1)
- Drill Sounds/Warm Up (K-3)
- Guess Which One (3)
- Introduce New Concepts (K-3)
- Letter-Keyword-Sound (K-1)
- Make it Fun (K-3)
- Storytime (K-2)
- Teach Trick Words (K-2)
- Trick Word Practice (K, 2)
- Word of the Day (1-3)
- Word Play (K, 1, 3)
- Word Talk (1-3)




**Levels K-3 Learning Activities**

- Dictation/Sounds (K-3)
- Dictation/Words (K-3)
- Dictation/Trick Words (1-3)
- Dictation/Sound Alike Words (3)
- Dictation/Sentences (K-3)
- Echo/Find Letters (K-3)
- Echo/Find Words (K-3)
- Echo/Letter Formation (K, 1)
- Sky Write/Letter Formation (K, 1, 3)
- Letter Formation Cursive/Individual and Connectives (3)
- Introduce New Concepts (K-3)
- Student Notebook (K-1)
- Teach Trick Words (1-2)

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# Standards Alignment K-3

Fundations® offers specific, measurable learning objectives that are aligned to states' rigorous college- and career-readiness standards for English Language Arts and Literacy for grades K-3.

**Fundations and Foundational Skills Standards**

Fundations thoroughly teaches the foundational skills in states' college- and career-readiness standards, and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas. Students learn through explicit instruction:

- Fundamentals of reading, including systematic phonics (such as phonological awareness, phonics, and word recognition) and the study of word structure
- Rules of English, including the six syllable types, digraphs, blends, vowel teams, prefixes, roots, and suffixes
- Recognition of words that do not follow predictable patterns
- Decoding mastery through engaging activities— emphasis is on the application of skills so students read with sufficient fluency to support comprehension; differentiation for the amount of practice is achieved through Unit Tests, and bi-weekly progress monitoring for students in Tier 2 small groups

**Fundations and ELA Language Standards**

Fundations provides direct and systematic instruction in:



- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling
- Conventions of standard English spelling for common spelling patterns
- Spelling of irregular words and frequently confused words (e.g., **their**, **there**, **they're**)
- Conventions of standard English capitalization and punctuation
- Reference skills, including application of skills through extensive dictionary work
- Multiple meaning words and affixes
- Production and expansion of complete sentences of varied kinds in response to prompts

## Fundations and English Learners

- Fundations helps English learners (EL) by teaching the skills and strategies they need to be successful in learning to read and write in English.
- Teachers use modeling and scaffolded instruction, which are enhanced by visual, physical, and kinesthetic involvement, to ensure that students understand the skills being taught, learn the procedures, and can use those skills and procedures on their own.
- Interactive, hands-on activities help reinforce the acquisition of language associated with reading and spelling, as well as other literacy skills.
- Teachers build students' metacognitive skills by having them think about the learning tools they have acquired and consider which they should draw on if they need help. They also connect current learning to previously taught skills and explain how the new skills will help them achieve future goals.
- By having an integrated assessment component, teachers can assess students' areas of strength and weakness and can differentiate instruction as appropriate. As a comprehensive word study program addressing reading, spelling, and writing skills, students will be well-prepared to meet grade-level standards for college and career readiness, and will be ready for success in subsequent grades.


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# Levels K-3 Scope & Sequence

**Fundations® Scope & Sequence**



The research-based approach of Fundations® and its extensive program materials allow K-3 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multimodal techniques.

Fundations presents all skills in a systematic and sequential manner in four Levels: K, 1, 2, and 3. Each provides a yearlong curriculum.

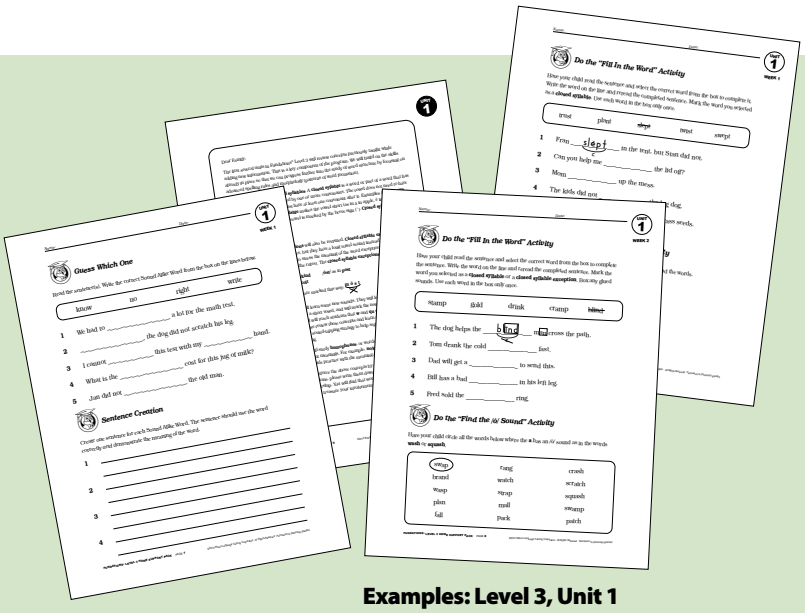
The four Levels of Fundations will most often correspond to students' grade level. However, the program can also be used sequentially with struggling students in other grades.

Fundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and sets the foundation for writing by directly teaching handwriting, the study of English orthography for spelling, and the basic skills for capitalization and punctuation. It also contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

- Reading skills and strategies:
  - Phonological awareness and phonemic awareness skills
  - Print awareness skills
  - Phonics and decoding
  - Word attack
- Vocabulary development
  - Introduction of new words
  - Word-learning strategies
  - Academic vocabulary
- Fluency
  - Accurate, fluent reading
  - Meaningful phrasing and expression
  - Appropriate rate
- Comprehension (listening and written) strategies
  - Analyzing text and drawing conclusions/ making inferences
  - Connecting text to personal experiences and other text
- Writing skills and conventions
  - Spelling skills and conventions (rules and patterns)
  - Use of writing conventions such as use of capital and lowercase letters
  - Grammatical conventions in the use of tense (present tense, past tense, etc.)
  - Use of punctuation at the end of sentences

## Home Support Pack for Levels K-3

The Fundations Home Support Packs for Levels K, 1, 2, and 3 (Spanish versions available and sold separately) inform parents/guardians and support personnel about what is happening in the classroom and suggest home activities that reinforce classroom learning. They include reproducible letters to parents explaining each Unit, and home activity sheets for students. Each pack corresponds to the sequence of the Teacher's Manuals.




**Examples: Level 3, Unit 1**

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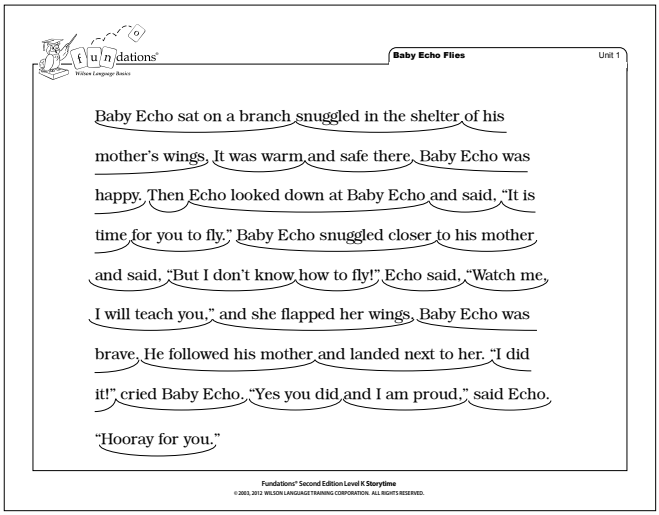
# Print Awareness K-1

*"It has become increasingly clear that several aspects of children's knowledge about written language processes of reading play a crucial role in their development of reading ability." -Lomax & McGee, 1987*

## How does Fundations® teach print awareness in kindergarten?

Print awareness is developed through varied practice designed to advance students' understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning.

During the ***Storytime*** activity, print awareness is explicitly connected to books and stories. The multi-part "Echo" stories allow teachers to guide students through the process of hearing a story, retelling it, drawing pictures to represent the story, writing words and sentences to correspond to the pictures, and then finally reading the story by scooping and reading sentences in phrases, one sentence at a time. This process helps students make the connection that printed language, like spoken language, carries messages for both information and enjoyment. It helps students recognize words as distinct elements of oral and written communication.


Baby Echo Flies Unit 1

Baby Echo sat on a branch snuggled in the shelter of his mother's wings. It was warm and safe there. Baby Echo was happy. Then Echo looked down at Baby Echo and said, "It is time for you to fly." Baby Echo snuggled closer to his mother and said, "But I don't know how to fly!" Echo said, "Watch me. I will teach you," and she flapped her wings. Baby Echo was brave. He followed his mother and landed next to her. "I did it!" cried Baby Echo. "Yes you did and I am proud," said Echo. "Hooray for you."

Fundations® Second Edition Level K Storytime
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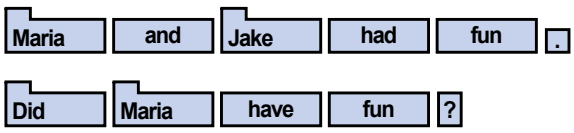
As teachers read a story, they demonstrate reading left to right and top to bottom, associate words on the page to story events, and indicate that sentences consist of individual words. For an example of this process, see Unit 1 Baby Echo Flies: Part I, Week 8; Part II, Week 9; Part III, Week 10; and Part IV, Week 11.

To promote students' development of print and book awareness, some other ***Storytime*** activities recommend books (both informational and narrative) and direct teachers to discuss: proper handling of a book; front and back cover; title, author, and illustrator; and features of print. See Unit 1, Week 6, Day 5, and Unit 4, Week 1, Day 5 for examples.




Print awareness is further demonstrated and reinforced during activities that use the Sentence Frames to teach concepts: ***Introduce New Concepts***, ***Teach Trick Words***, ***Trick Word Practice***, ***Word Play-Word Awareness***, ***Word Play-Read Sentences***, and ***Dictation/Sentences***. These activities emphasize that sentences are read left to right and words are separated by spaces in print. Also, key elements of sentence structure such as capitalization and punctuation are directly taught. See Unit 1, Week 6, Day 4 for an example.

## What print awareness skills are taught in Level 1?




Fundations® Level 1 builds upon the print awareness skills introduced in kindergarten. Once again, students demonstrate understanding of the organization and basic features of print during the ***Storytime*** activity, and print awareness is demonstrated and reinforced during several activities using Sentence Frames. In addition to emphasizing that sentences are read left to right and words are separated by spaces, connections to books are made. Students also systematically build upon their punctuation and capitalization knowledge, thereby developing proofreading skills. Specifically, teachers instruct students on the use of a period, question mark, and exclamation point. Level 1 students learn that the names of people and places, as well as dates and the beginnings of sentences, begin with uppercase letters. See Unit 2, Week 2, Day 1 for an example.

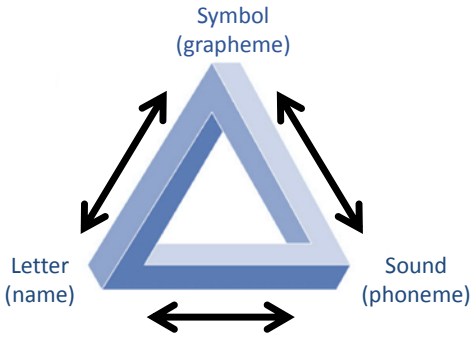

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# Letter ID & Letter Sound Mastery K-1

*"Children's knowledge of letters is a strong predictor of their success in learning to read." -Adams, 1990*

## How do Levels K and 1 help students identify letters and master the alphabetic principle?

The alphabetic principle is the understanding that there are systematic andpredictable relationships between written letters and spoken sounds. This understanding represents an important component of emergent literacy (Whitehurst & Lonigan, 1998). Level K students not only learn to recognize and name letters, they simultaneously learn letter formation and the letter-sound correspondence. This creates important linkages that help to "bind the visual, motor, and phonological images of the letter together at once" (Adams, 1990, p. 355). The sequence of letter and sound introduction is carefully considered based on this integrated approach. Daily learning activities reinforce this connection, resulting in mastery of:




- Recognition and identification of all 26 letters (lowercase and uppercase)
- Association of letter name, keyword, and sound(s) represented by the 26 letters of the alphabet (letter-sound correspondence), including short vowel sounds
- Visual connection between the letter name, the sound(s) represented by the letter(s), its written representation (grapheme), and the formation for all lowercase and uppercase letters
- Alphabetical order



The first Unit of Level 1 provides students review and instructional opportunities, as needed, in the concepts and skills listed above to ensure mastery. See Unit 1, Week 1, Day 1 for an example.

## Which activities provide explicit, varied, and repeated practice in these skills?

The following daily learning activities in Levels K and 1 offer practice in a multimodal manner using engaging materials.




The ***Letter-Keyword-Sound*** activity introduces new letters and sounds associated with a keyword. Every lesson starts with a quick ***Drill Sounds/Warm-Up*** activity, which helps students master the alphabetic principle of letter-sound associations.



Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The ***Echo/Find Letters*** activity helps to solidify sound-to-symbol correspondence and sets the foundation for spelling.



Letter formation skills are taught using kinesthetic and tactile memory in the ***Sky Write/Letter Formation*** and ***Echo/Letter Formation*** activities, and the ***Student Notebook***. These activities help students make a multimodal association between the auditory sound of a letter, the grapheme (its visual representation), and the kinesthetic memory of its letter formation.



Other activities such as ***Alphabetical Order*** (Level K), ***Dictation/Sounds***, ***Make it Fun***, ***Word Play***, and ***Storytime*** reinforce letter recognition and letter-sound mastery. Letter identification practice is embedded in meaningful print during initial letter/sound identification activities and later during decoding and encoding activities.

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# Handwriting K-3

*"Skills, such as handwriting fluency and spelling, play an important role in writing development, accounting for a sizable portion of the variance in writing quality and fluency." -Graham et al., 1997*

## What principles of handwriting instruction are addressed?



Automaticity and fluency in handwriting are strong predictors of the quantity and qualityof written composition. This is true for typically developing writers and writers with disabilities (Blalock, 1985), because non-proficient handwriters cannot keep up with their ideas (Graham, 2005).

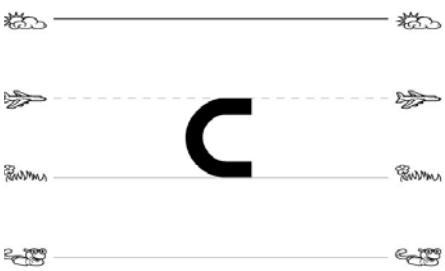
To support fluent, legible handwriting across the Levels:

- Effective work habits are reinforced, such as correct posture, paper position, and pencil grip.
- Letters are grouped into "like patterns."
- Letter formation is initially introduced using gross motor memory during the ***Sky Write/Letter Formation*** activity.
- Students are guided through a letter's formation using consistent verbalization.
- Teachers use a gradual release approach to support students' incremental skill mastery. Students first use gross motor memory to sky write, then fine motor memory to trace a letter, then to copy it, and finally to write the letter from memory.
- Grid lines for writing are given specific names and used as reference points.
- Students are held accountable for neat, proper handwriting.

## How is print letter formation taught?



From the beginning of the program, print letter formation is tightly integrated with learning the letter name and sound and utilizes the Wilson Font. The sequence of taught letters is carefully grouped into similar patterns.



In Level K, students master print manuscript letter formation (uppercase and lowercase) with verbal cues, repetition, sky writing, tracing, and writing practice. Verbalizations are used explicitly and consistently to help students establish the correct motor pattern for each letter formation. Each letter is always introduced with the gross motor activity known as sky writing. The connection to the letter name-keyword-sound is always reinforced when practicing letter formation.

Students are taught good writing habits including pencil grip and handwriting position, which includes instruction for students who are right-handed and left-handed. At the beginning of Level 1, direct letter formation instruction is reviewed and taught as needed, focusing on the lowercase letters. See Unit 1, Week 1 for an example. Level 2 teachers note if a student continues to need instruction in print manuscript letter formation. If so, instructional assistance may be found on the Fundations® Learning Community. Teachers use the ***Sky Write/Letter Formation*** activity and ***Echo/Letter Formation*** activity for supplemental handwriting instruction. See Orientation, Day 2 for an example. All students are held accountable for proper letter formation during dictation and throughout the day.


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# Cursive Handwriting 3

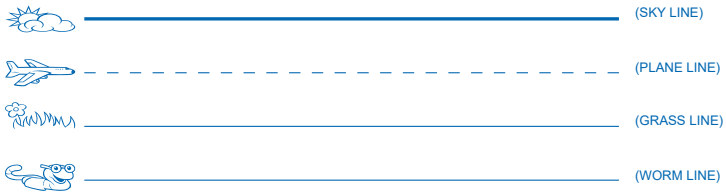
*"To write a letter, a child must identify the letter by name, memorize the formation of it, and quickly retrieve this form from memory." -Edwards, 2003*

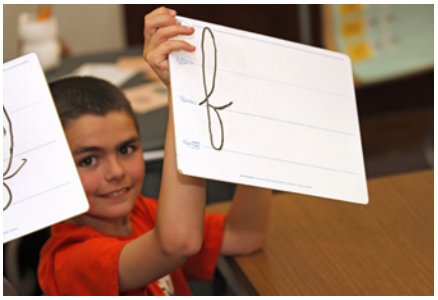
## How does Fundations® teach cursive handwriting?



Fundations® Level 3 incorporates carefully planned and explicit cursive handwriting instruction with the goal that all students will develop legible and fluent cursive handwriting. This begins with automaticity of consistent letter formation, which requires substantial repeated practice. To write a letter, a child must identify the letter by name, memorize the formation of it, and quickly retrieve this form from memory (Edwards, 2003). Level 3 provides the language and tools to instruct students in size, shape, spacing, slant, and stroke of cursive letter formation.

Letters are practiced with ***Sky Writing***. Gross motor memory helps students learn letter formation. See Unit 1, Week 1, Day 1 for an example. Students master cursive letter formation with verbal cues, repetition, sky writing, tracing, and writing practice (all described in the learning activities). Lines are given the following names:



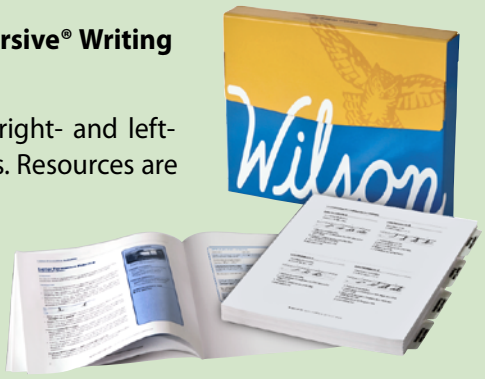
Consistent verbalizations direct students' letter formation. For example, for the cursive letter **f**, teachers will say, "**f** is a loop letter. It starts on the grass line. Point to the grass line. Glide up to the sky line. Loop back all the way down to the worm line. Loop back up to the grass line, and make a tail." Students appear to recall the sequence of movements of a letter better if the instructor verbalizes consistent, precise directions for writing each letter shape (Wolf, 2011, p.192). See Unit 1, Week 1, Days 4 and 5 for examples.

Teachers hold students accountable for proper letter formation during dictation and throughout the day. It is also important to establish good writing habits. Pencil grip and writing position are reinforced. Students should write with their chairs pulled in and their feet on the floor. The students' elbows should be on the table with their "free" hand holding the paper in place.

Teachers can visit the Wilson Cursive® Writing Program page on the online Fundations Learning Community for letter formation verbalizations, demonstration videos, home support, and more.

For Level 2 students ready for cursive handwriting instruction, the **Wilson Cursive® Writing Kit** is available for purchase (not included in the Fundations Teacher's Kit 2).

The Wilson Cursive® Writing Kit includes reproducible worksheets for both right- and left-handed students to practice uppercase and lowercase letters and connectives. Resources are also available on the online Fundations Learning Community for Level 3.




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# Phonological Awareness K-3

*"Teaching children phonological awareness and letter knowledge, particularly when combined, results in improved word-decoding skills." -Petscher et al., 2020*

## How do Fundations® students practice phonological awareness skills in Levels K and 1?

Phonological awareness is the umbrella term referring to two distinct areas: phonological sensitivity and phoneme awareness. Phonological sensitivity is the awareness of the large structures of language such as words, syllables, onset-rime, and rhyme. These skills are not prerequisites for starting phonemic awareness instruction. Phonemic awareness is the awareness that there are individual phonemes in spoken syllables and is directly related to the acquisition of reading.

In Fundations®, phonological awareness is taught explicitly and sequentially beginning with word awareness. When a student has word awareness, they know a spoken sentence is made up of separate words.

From the beginning of Level K, students learn about word awareness, how to segment words into syllables, and rhyming words. They also begin to learn about letter-sound correspondences, and practice phonemic awareness activities such as phoneme isolation, blending, segmentation and manipulation. Although there are many different skills within phonemic awareness that require explicit teaching, blending and segmenting at the phoneme level are the most important skills as they lead directly to decoding (sounding out simple words) and encoding (spelling simple words) (Al Otaiba et al., 2019).




Sentence Frames are used to teach word awareness by allowing students to discern separate words in a dictated sentence. In Level K, this skill is emphasized throughout Unit 1 in the ***Word Play*** activity. See Week 1, Day 4 for a specific example. It is reinforced throughout the year in the ***Teach/Practice Trick Words*** (starting in Unit 3) and the ***Dictation/Sentences*** (Unit 5) activities. In Level 1, additional practice with this skill occurs in ***Introduce New Concepts*** in Unit 2, Week 1, Day 5, and is reinforced in the ***Teach Trick Words–Reading*** and ***Dictation/Sentences*** activities. See Unit 2, Week 2 for examples.

Moving along the phonological awareness continuum, students are introduced to the concept of syllable awareness—the understanding that words consist of separate syllables. This is done using the white Syllable Frames which allow students to see and count syllables. Each student puts a hand under their chin to feel the syllables and claps them out to hear the syllables. In Level K, this is practiced in the ***Word Play*** activity in Unit 1. For examples, see Week 4, Day 4 and Week 5, Day 4.

In Level 1, students learn more about syllable types. Specifically, in Unit 12, syllables in multisyllabic words are introduced as are syllable division rules. In the ***Word of the Day*** and ***Word Talk*** activities, teachers use Standard Sound Cards and Syllable Frames and have students mark words, scoop them into syllables, and mark the syllable types. See Unit 12, Week 1, Day 1 for an example. By Unit 13, students are able to add suffixes to multisyllabic words.

## How is rhyming, onset/rime, and distinguishing initial/final sounds of words taught?

While the daily learning plan does not specifically label one Learning Activity as "Phonological/Phonemic Awareness," these skills are practiced in the ***Make It Fun*** activity throughout Level K in Units 1, 2, and 3. Rhyming and phonemic awareness practice are often integrated into activities that also reinforce the letter-sound and letter formation skills that have been taught. For specific examples, see ***Make It Fun*** in Level K, Unit 1, Week 7, Day 3, and Week 9, Day 3. This can also be seen in Level 1. See Unit 7, Week 1, Day 2 and Week 2, Day 3 for examples.

Unit 1 of Level K also has ***Storytime*** activities that provide suggestions for rhyming and alliteration books. The higher-level skill on the phonological awareness continuum of distinguishing phonemes in a word is practiced daily beginning in Unit 2 through the end of the year.


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# Phonological Awareness K-3

*"This fact is well proven: Phonological awareness is critical for learning to read any alphabetic writing system".*
*-Ehri, 2004; Rath, 2001; Troia, 2004*

## How do Fundations® students practice phonological awareness skills in Levels 2 and 3?



In Levels 2 and 3, students continue learning that sentences may be separated into individual words. Work with this skill happens specifically during the ***Dictation/Sentences*** activity. The teacher dictates a sentence while emphasizing phrases with a pause, and students echo the sentence when prompted. Students independently write the sentence, either on their Dry Erase Writing Tablets or in their Student Composition Books, while one student writes it on the Large Dictation Grid at the front of the classroom. During the proofreading procedure part of the activity, students point to written words in their sentence, ensuring they have captured all of them. This technique further emphasizes that sentences are made up of words. For a Level 2 ***Dictation/Sentences*** example, see Unit 1, Week 1, Day 4. For a Level 3 example, see Unit 1, Week 1, Day 3.

When students become familiar with the concept of sentences being composed of words, they move on to syllable work. Level 2, Unit 5 reviews the concept of syllables in multisyllabic words (originally introduced in Level 1, Unit 12). Reading and spelling multisyllabic words using segmenting/dividing is also reintroduced. See ***Introduce New Concepts*** in Level 2, Unit 5, Week 1, Day 1 for an example. Likewise, in Level 3, segmentation/division of multisyllabic words is reviewed beginning in Unit 3. See ***Introduce New Concepts***, Unit 3, Week 1, Day 3 for an example.

Syllable work continues with the ***Word of the Day*** and ***Word Talk*** activities. Teachers use Standard Sound Cards and Syllable Frames to have students mark words, scoop them into syllables, and mark syllable types. See Level 2, Unit 7, Week 1, Day 5 and Level 3, Unit 3, Week 1, Day 4 for ***Word of the Day*** examples. See Level 2, Unit 5, Week 2, Day 5 and Level 3, Unit 4, Week 1, Day 5 for ***Word Talk*** examples. Specific to Level 3, syllable work also happens during ***Word Play***. For example, in Unit 5, Week 1, Day 4, several current and review words are made using Syllable Frames. Students read the words aloud, scoop and mark the current concept, and use the words in sentences.

In both Levels 2 and 3, syllabic segmentation practice is also provided in ***Echo/Find Words (Multisyllabic Words)***. Students draw lines to represent each syllable of a multisyllabic word on their Letter Boards. Eventually, they build the word using the lines and their Letter Tiles. For examples, see Level 2, Unit 7, Week 1, Day 4 and Level 3, Unit 4, Week 2, Day 1.



The ***Dictation/Words (Multisyllabic Words)*** activity in Levels 2 and 3 provides further experience with multisyllabic words. The teacher dictates a multisyllabic word, encouraging students to echo the word. The teacher then touches the corresponding white Syllable Frames while saying each syllable aloud. When using Dry Erase Writing Tablets, students do the same—touch the frames printed on their tablets while repeating each syllable. Students then say the first syllable again and write it in the first frame; they say the second syllable again and write it in the next frame. Finally, students write the word on the lines of their Dry Erase Writing Tablets and scoop it into syllables while a volunteer writes the word on the classroom Syllable Frames or the Large Dictation Grid, spelling it orally as they do. Alternatively, when using Composition Books, students repeat each syllable after the teacher, write the word, and scoop it into syllables. For a Level 2 example, see Unit 5, Week 1, Day 4 and for Level 3, see Unit 3, Week 1, Day 4.

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# Phonemic Awareness K-1

*"Phonemic awareness instruction makes a stronger contribution to the improvement of reading and spelling when children are taught to use letters as they manipulate phonemes than when instruction is limited to phonemes alone."*
*-Put Reading First: The Research Building Blocks for Teaching Children to Read, 2006*

## How is phonemic awareness taught in Levels K and 1?

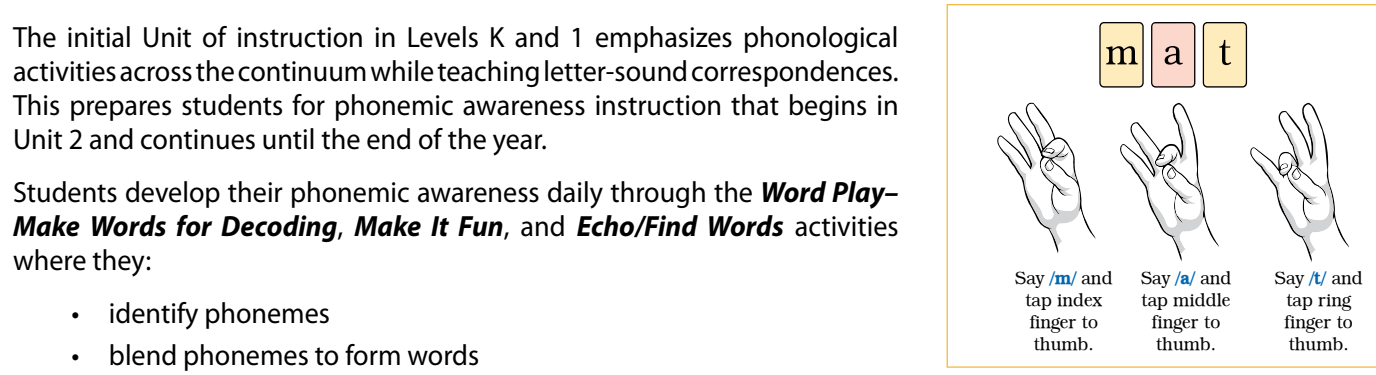
The initial Unit of instruction in Levels K and 1 emphasizes phonological activities across the continuum while teaching letter-sound correspondences. This prepares students for phonemic awareness instruction that begins in Unit 2 and continues until the end of the year.

Students develop their phonemic awareness daily through the ***Word Play–Make Words for Decoding***, ***Make It Fun***, and ***Echo/Find Words*** activities where they:

- identify phonemes
- blend phonemes to form words
- segment words into phonemes
- delete or add phonemes to form new words
- substitute phonemes to make new words

In short, Fundations® "tunes in" students to the separate phonemes in a word and develops the understanding that sounds of spoken language work together to make words. This is done through Sound Card manipulation and a sound-tapping process. For a Level K example, see Unit 3, Week 1, Day 2. For a Level 1 example, see Unit 2, Week 1, Day 4.

Teachers and students alike use letter manipulatives (Sound Cards and Letter Tiles) to support the understanding of phoneme segmentation and manipulation, and identification of initial, medial, and final sounds in CVC words. Using letters to teach phonemic awareness was found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences).




*"Phonemic awareness is emphasized in [Fundations] lessons where children segment and blend phonemes in words, and practice phoneme substitution, addition, and manipulation with up to six sounds in a syllable by Level 2. A unique feature of Fundations and the Wilson Reading System® is a tapping method in which students tap out the individual phonemes in a word with their fingertips, and then blend the phonemes into a word."*
*-FCRR Report on Fundations, 2004*



The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read the word. It helps develop a student's awareness about the way phonemes are coarticulated when blended. For a Level K example, see ***Make It Fun***, Unit 3, Week 5, Day 4. For a Level 1 example, see ***Make It Fun***, Unit 2, Week 2, Day 4.

The skill of isolating phonemes in a spoken word is further emphasized in both Levels in the ***Echo/Find Words*** and ***Dictation*** (Level 1) activities. To teach phoneme segmentation for spelling, the same tapping method is used. A student first hears a word dictated, then taps out each sound. Then, the teacher or student use the corresponding Letter Tiles to form the word to reinforce segmentation skills and the spelling-reading connection. In both the ***Word Play-Make Words for Decoding*** and ***Echo/Find Words*** activities, teachers are directed to manipulate the sounds in words.

*"...acquiring phonemic awareness is a means rather than an end. PA is not acquired for its own sake but rather for its value in helping learners understand and use the alphabetic system to read and write."*
*–National Reading Panel: Reports of the Subgroups, 2000*


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# Phonics & Word Study K-3

*"Once children understand and can use letter-sound correspondence to "sound out" new words, they are on their way to becoming independent readers. This marks an important transition for the 'would be reader.' " -Torgesen, 1998*

## How do Fundations® students develop sound mastery and learn the alphabetic principle?

Sound mastery is a key component of phonics. In Fundations®, students are directly taught a keyword for each letter's sound, which aligns with research demonstrating that keywords work as a memory device to help students associate the sound relationship to the letter. The ***Drill Sounds/Warm-Up*** activity reinforces the alphabetic principle and allows students an opportunity to "warm up" for each lesson by practicing the letters, keywords, and sounds they have learned. This two- to three-minute sound drill, the only drill aspect of Fundations, creates fast and efficient neurotransmission pathways to access sounds (sound mastery and automaticity). Students have many opportunities to practice the sounds with a variety of activities throughout the program.

*Using memory aids, such as mnemonic pictures, can aid the rate and ease of letter-sound correspondence learning for kindergartners. -McCardle et al., 2008*

An important aspect of sound mastery is the teaching of sounds in two directions to support both reading and spelling:

**Letter to Sound (reading)**



In this direction, students see the letter(s) and identify the sound(s).



**Sound to Letter (spelling)**

In this direction, students hear the sound and identify the corresponding letter(s).

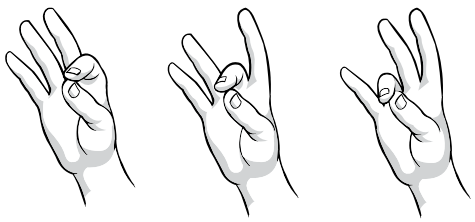


In Levels K-3, short vowel sounds are emphasized and practiced daily in the **Drill Sounds/Warm-Up** activity. With an emphasis on the closed-syllable pattern, the **Vowel Extension** activity is also included in the Levels K and 1 learning plan. As a result of this daily practice, students develop automaticity with the short vowel sound while also being taught to listen for and distinguish between the long and short vowels in words they segment.

## Is Fundations primarily a phonics program?

Fundations explicitly teaches total word structure, not just phonics. Students move from a phonological (sound) focus to more of an orthographic (visual) focus. The program presents an explicit and systematic study of the English sound system, laying the critical foundational groundwork for students in a clearly defined sequence that is distributed across the four Levels of the program, K-3. Students cumulatively learn to process words more quickly by using syllable patterns and orthographic rules.

Through distributed practice and diagnostically planned lessons, teacherssimultaneously teach word structure for both reading (decoding) and spelling (encoding). Students learn how to blend sounds for reading and segment sounds for spelling. All instruction is interactive; teachers provide classroom demonstrations using manipulatives to accompany explanations of word structure. Blending and segmenting are taught explicitly through Sound Card and Letter Tile manipulation, as well as via a sound-tapping procedure. First introduced in Level K and continuing through to Level 3, the Wilson finger tapping procedure is a multimodal approach with tactile input through the fingertips that assists students in blending phonemes for reading and separating them for spelling.



Say /m/ and tap index finger to thumb.

Say /a/ and tap middle finger to thumb.

Say /t/ and tap ring finger to thumb.

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# Phonics & Word Study K-3

## How does Fundations® approach word study?

Teachers directly teach word structure starting with letter names and individual sounds, then move into blending sounds into orthographic units, syllables, base words, and suffixes.

A step-by-step approach with consistent and cumulative review is necessary for student mastery.




Level K students learn all letter names and how to identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. They learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants: **f**, **m**, **n**, **l**, **r**, and **s**. See Unit 2 for examples of blending words with these letters.

Level 1 students progress from three sounds in a word to four, then five, and finally six sounds (which is the maximum number of sounds possible in one syllable). Getting students to blend and segment up to five sounds establishes a base for their success. See Unit 10 for examples of blending and segmenting words with five sounds.



In Level 2, teachers help students blend sounds into orthographic units: syllables, base words, and suffixes. Level 2 students also work at length with words that have more complex patterns, including multisyllabic words and all types of vowel patterns as well. See Unit 5 for preliminary examples of multisyllabic work.

Level 3 delves deep into the study of word structure and therefore requires successful completion of Level 2 before starting. Complex word structures include trigraphs (**tch**, **dge**), new vowel teams (**ei**, **eigh**, **igh**), schwa, silent letter combinations (**kn**, **gn**, **wr**, **rh**), and several new Latin suffixes. See Unit 1 for the **tch** work, Unit 10 for new vowel teams, Unit 13 for silent letter combinations, and Unit 12 for work with **dge**.

## Why and how does Fundations teach the six syllable types?

For phonetically regular word study, Fundations® introduces sounds and word structure based on the six syllable types. The key to determining a vowel sound is identifying the type of syllable in which the vowel resides. If a child knows the short sound **/ă/** but does not know when "a" says **/ă/**, it will not help them decode unfamiliar words.

The short sound of a vowel is found in closed syllables. This is the most common syllable—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed-syllable pattern is key.

**The Six Syllable Types**

| | |
|---|---|
| Closed Syllable | drip (c) |
| Vowel-Consonant-e Syllable | brāke (v-e) |
| Open Syllable | shē (o) |
| R-Controlled Syllable | bark (r) |
| Vowel Digraph/Diphthong Syllable | boat (d) |
| Consonant-le Syllable | tā ble (o -le) |

In Level K, students work with one-syllable, three-sound short vowel words (CVC) and three-sound short vowel words with digraphs. They segment these words into syllables and manipulate phonemes with additions or substitutions. See the ***Word Play*** activity in Unit 1, Week 4, Day 4 for an example.


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In Level 1, students learn to read and spell closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Also, the r-controlled vowels and vowel teams are introduced in the ***Quick Drill/Warm-Up*** activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because Fundations® purposely focuses on reading and spelling in tandem, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but they will continue an in-depth word study of open syllables in Level 2. In Level 1, open syllable work begins in Unit 4, Week 2. In Level 2, it begins in Unit 7, Week 1. By the end of Level 2, students can identify all six syllable types for reading and spelling.

In Level 3, students review how to read and spell the six syllable types. Additionally, they identify vowel "exceptions" to the six syllable types, as well as read and spell words with these unexpected vowel sounds. New vowel teams (**ei**, **eigh**, **igh**) are introduced for reading and spelling, as is schwa (**ə**). See Units 5 and 6 for work done with schwa (**ə**).

## How does Fundations introduce multisyllabic words?



The concept of reading and spelling multisyllabic words is introduced in Level 1. Specifically, students are directly taught syllable division by the manipulation of cards. Students learn about base words and suffixes with the suffixes **-s**, **-es**, **-ed**, and **-ing**, which are by far the most common suffixes, representing 65% of words with a suffix. Additionally, students are taught to spell multisyllabic words by saying and spelling each syllable orally before writing them. Dry Erase Writing Tablets for Dictation activities have syllable frames printed on them to assist students visually and kinesthetically in this process. Immediately after writing the syllables, students scoop each word into syllables to proofread and read the word back. Working in both directions reinforces reading and spelling of multisyllabic words. This suffix work begins in Unit 6.

In Level 2, students work extensively with multisyllabic words for reading and spelling and are directly taught how to divide such words by manipulating sound cards. They continue to learn about base words and suffixes with suffixes **-s**, **-es**, **-ed**, **-ing**, **-est**, **-ish**, **-able**, **-ive**, **-y**, **-ful**, **-ment**, **-less**, **-ness**, **-ly**, and **-ty**. Words with common prefixes, such as **un-**, **dis-**, **mis-**, **non-**, **trans-**, **pre-**, **pro-**, **re-**, and **de-**, are taught for reading and spelling within the ***Make it Fun*** activity. Words with unexpected vowel sounds including **old**, **ild**, **ind**, **ost**, **olt**, and **ive** are initially introduced in Unit 6 and reinforced periodically.







In Level 3, students continue to work extensively with multisyllabic words for reading and spelling and are directly taught how to divide such words by manipulating sound cards and Suffix and Syllable Frames. They learn about base words and the new suffixes: **-en**, **-ous**, **-al**, **-ent**, **-an**, **-ward**, and **-or**. Similarly, students apply spelling rules to add suffixes to base words that change (**sliding**). Words with common prefixes, such as **un-**, **dis-**, **mis-**, **non-**, **trans-**, **pre-**, **pro-**, **re-**, and **de-**, are read and spelled as they were in Level 2. Students also learn the meaning of targeted vocabulary words (***Word of the Day***) and different inflected forms of words when a known affix is added (**confuse**, **confusing**). The latter begins in Unit 4.

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# High Frequency Words K-2

*"The term sight word means any word that can be read automatically." -Ehri, 2005*

## Does Fundations® include high frequency word (HFW, Trick Word) instruction?

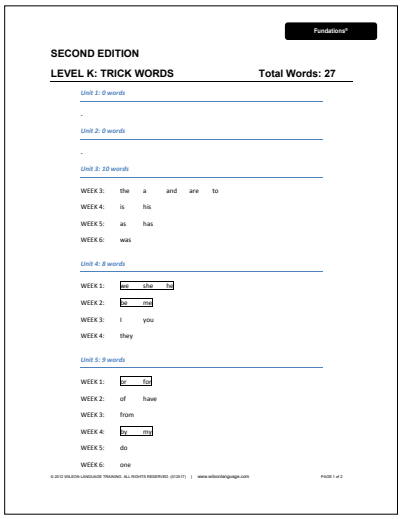
In Fundations®, there are two types of high frequency words:phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. These words appear so often in text that learning to read them on sight will increase children's reading fluency (Joseph et al., 2013). As a result, students need to learn to recognize and spell them quickly.




To help students learn high frequency words, the teacher shows the word, points out the familiar word structure already taught, and indicates the part they are not familiar with—the "tricky" part of the word. This "tricky" part is why high frequency words are called Trick Words in Fundations.

In Levels K, 1, and 2, Trick Words are introduced in a set sequence within the ***Teach Trick Words*** activity and learned for quick and automatic recognition (and for spelling in Levels 1 and 2). In Level K, students learn 27 Trick Words. In Level 1, students learn 107 Trick Words. And in Level 2, students learn an additional 81 Trick Words. In all three Levels, words with overlapping spelling patterns are introduced together (e.g., **to**, **into**), and words are always introduced within the context of a sentence to promote automatic and fluent reading, and to aid in defining the word when necessary. Students have repeated opportunities for practice, including within sentences, during the ***Trick Word Practice*** or ***Teach Trick Words-Spelling*** activity. For an example of ***Trick Word Practice***, see Level 2, Unit 1, Week 2, Day 4. For ***Teach Trick Words-Spelling***, see Level 1, Unit 2, Week 2, Day 1. Automatic recognition of Trick Words, combined with students' emerging phonetic knowledge will help them achieve the following:

- Level K: mastery of 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage Word Frequency Lists
- Level 1: mastery of the first 100 words on the Fry List and 84% of the first 100 words on the American Heritage Word Frequency List
- Level 2: mastery of the first 200 words on the Fry List and 95% of the first 300 words on the American Heritage Word Frequency List (Fry & Kress, 2006; Caroll et al., 1971)


Fundations®

SECOND EDITION

LEVEL K: TRICK WORDS Total Words: 27

*Unit 1: 0 words*

-

*Unit 2: 0 words*

-

*Unit 3: 10 words*

WEEK 3: the a and are to

WEEK 4: is his

WEEK 5: as has

WEEK 6: was

*Unit 4: 8 words*

WEEK 1: see she he

WEEK 2: be me

WEEK 3: I you

WEEK 4: they

*Unit 5: 9 words*

WEEK 1: or for

WEEK 2: of have

WEEK 3: from

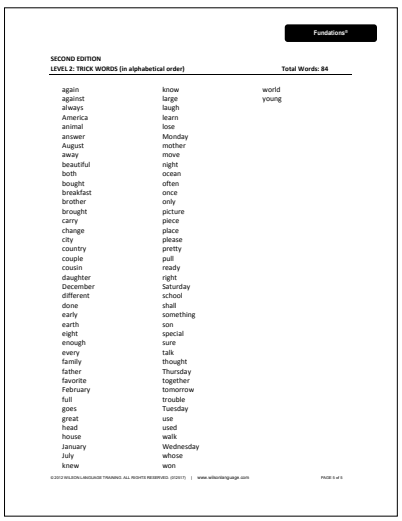
WEEK 4: by my

WEEK 5: do

WEEK 6: one

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PAGE 1 of 2


Fundations®

SECOND EDITION

LEVEL 2: TRICK WORDS (in alphabetical order) Total Words: 84

| | | |
|---|---|---|
| again | know | world |
| against | large | young |
| always | laugh | |
| America | learn | |
| animal | lose | |
| answer | Monday | |
| August | mother | |
| away | move | |
| beautiful | night | |
| both | ocean | |
| bought | often | |
| breakfast | once | |
| brother | only | |
| brought | picture | |
| carry | piece | |
| change | place | |
| city | please | |
| country | pretty | |
| couple | pull | |
| cousin | ready | |
| daughter | right | |
| December | Saturday | |
| different | school | |
| done | shall | |
| early | something | |
| earth | son | |
| eight | special | |
| enough | sure | |
| every | talk | |
| family | thought | |
| father | Thursday | |
| favorite | together | |
| February | tomorrow | |
| full | trouble | |
| goes | Tuesday | |
| great | use | |
| head | used | |
| house | walk | |
| January | Wednesday | |
| July | whose | |
| knew | won | |

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The Fundations Fluency Kits 1 and 2 and Books to Remember Set 2 can also be used to practice reading high frequency words.

For teachers, Trick Word Lists (see left) are available for download on the online Fundations Learning Community. These are helpful resources containing the Level K-2 Trick Words for the year.



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# Accuracy & Automaticity K-3

*"Orthographic mapping occurs when, in the course of reading specific words, readers form connections between written units, either single graphemes or larger spelling patterns, and spoken units, either phonemes, syllables or morphemes. These connections are retained in memory along with meanings and enable readers to recognize the words by sight." -Ehri, 2014*

## How does Fundations® teach reading accuracy?

With mastery of letter-sound correspondence and the development of blending skills, students can decode all words with taught patterns. Students do not need to rely on memorization of word families. Instead, they develop an understanding of word structure and recognize that individual letters (not simply patterns of letters) can be changed, added, or deleted to create new words.

Students also solidify mastery of letter-sound correspondence through decoding nonsense words, or pseudowords. Following orthographic rules, students learn to read or spell a nonsense word by applying letter-sound correspondence. It elminates students reading by word recognition rather than by decoding.

**While moving toward automaticity, students are encouraged to use their resources, such as classroom posters, alphabet strips, and Student Notebooks for reference. Teachers are explicitly instructed to use questioning techniques to support students' metacognition and mastery of concepts.**



When learning a new language concept for decoding (***Introduce New Concepts***), students read words using sound tapping within single-syllable words, scooping syllables within multisyllabic words, and marking words. Depending on the program Level, ***Word of the Day*** and ***Word Talk*** activities help students review and practice taught word structure. These activities, along with ***Word Play*** and ***Make It Fun***, develop accuracy of word reading and solidify the conceptual understanding of word structure.

## How does Fundations® teach reading automaticity?

The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. When readers encounter unfamiliar phonetically decodable words, the speed with which they can apply skills to determine them will have considerable influence on their reading fluency (Adams, 1990; Compton et al., 2004; Hudson et al., 2012).

As students master accurate word reading, lessons progress to focus on quick and automatic recognition of words. For example, students in Levels K-2 read real and nonwords as teachers quickly make word chains with Sound Cards.

**Levels K and 1** m a t → c a t → b a t → b a g → b u g → m u g

**Level 2** s c r a d e → s c r a d → s c r a

In Levels 1-3, the ***Word Talk*** activity has students quickly read Word of the Day Cards without tapping, and automaticity of high frequency word reading is developed by using Trick Word flashcards in the ***Drill Sounds/Warm-Up*** activity. The Fluency Kits accompanying Levels 1 and 2 include sound, word, and Trick Word automaticity practice for each Unit. In Level 3, students draw upon automaticity skills, along with prosody (phrasing) and expression to become fluent readers of connected text.

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# Fluency K-3

*"Fluency is 'reasonably accurate reading, at an appropriate rate, with suitable expression, that leads to accurate and deep comprehension and motivation to read.' " -Hasbrouck & Glaser, 2018*

## How does Fundations® instruct students in fluency with connected text?

Once students have been introduced to and have practiced single-word decoding, they learn to decode with connected text. This begins in Level K at the end of Unit 4 and is emphasized every day in Unit 5 in the ***Word Play-Read Sentences*** activity and reinforced with some ***Make It Fun*** activities.

In Levels K-2, text is limited to phonetically controlled words with taught patterns and familiar high frequency words. By Level 3, students are generally able to work with grade-level text.

From the beginning of the program, students learn to develop fluency at an appropriate rate, reading in meaningful phrases and with expression. Fundations® teaches students to use a scooping technique to provide a graphical representation of phrasing that connects meaning.

*"A focus on phrasing has substantial potential for delivering positive outcomes across a number of areas related to reading proficiency." -Rasinski, 2006, p.4*



In K and 1, students use this scooping technique to read in phrases and with expression when chorally reading dictated sentences that have been written on the board in sentence frames, and when proofreading their own written sentences in ***Word Play-Review Sentence Dictation*** and ***Dictation*** (***Dry Erase***) activities. See Level K, Unit 5, Week 2, Day 1 and Level 1, Unit 2, Week 2, Day 3 for examples.

In K-2, during the ***Storytime*** activity, teachers help students with phrasing by scooping the sentences of a controlled text story that is written on chart paper or projected on a screen. The teacher also demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the ***Word of the Day*** activity. Additionally, phrasing is modeled and practiced during the ***Teach Trick Words–Reading*** activity, with sentences written on sentence frames. See ***Teach Trick Words***, Unit 3, Week 2, Day 3 in Level K. See ***Word of the Day***, Unit 10, Week 3, Day 1 in Level 1 and ***Word of the Day***, Unit 4, Week 1, Day 1 in Level 2.

By Level 3, students who have successfully completed Level 2 should be able to decode grade-appropriate, non-controlled informational text or authentic literature, so short, grade-appropriate passages can be used for fluency instruction. It is not necessary to limit Level 3 students to highly controlled text. Students continue to echo and chorally read while teachers model prosody with sentence scooping:

**Level K:** The dog and cat sat on the dock.

**Level 1:** One day, Echo sat on a branch, deep in the forest.

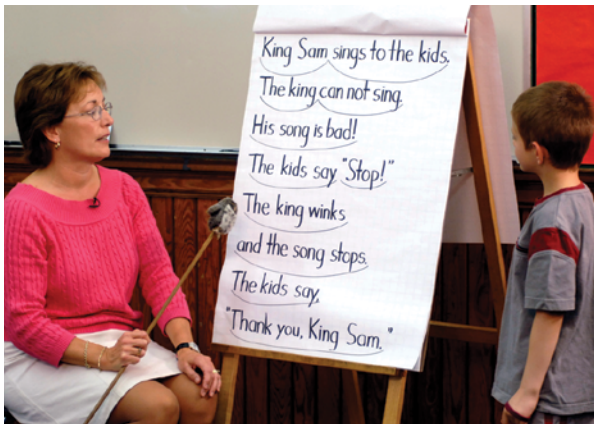
**Level 2:** She had an enjoyable day at her favorite ocean beach.

**Level 3:** The temperature outside is below freezing.


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## How do Fundations® students practice fluency with connected text?

In Levels K-2, students engage in supported oral reading fluencypractice after instruction and modeling. During the Level K ***Storytime*** activity, the teacher reads a phrased story, one sentence at a time, while students echo. The teacher scoops and reads sentences in phrases. See Unit 1, Week 11, Day 5 for an example. In Levels 1 and 2, the teacher guides students as they orally read the phrased version of the story. Repeated practice occurs with echo reading and choral reading. An unphrased version of each story is provided on the Fundations® Learning Community so students can practice phrasing for meaning on their own. Level 3 no longer includes ***Storytime*** lessons, but students continue to read in thought groups or phrases that connect meaning. See the tip in Unit 3, Week 1, Day 4.




It is worth noting that Level 2 ***Storytime*** passages are longer than in previous Levels, giving students greater opportunity to apply phrasing and prosody. Beginning in Unit 2, ***Storytime*** is divided into four activities, three of which provide fluency practice:

- **Part 1: Story Introduction**: Teacher reads passage aloud while modeling phrasing/fluency, discussing vocabulary, and asking questions. See Unit 2, Week 1, Day 2 for an example.
- **Part 2: Making a Movie**: Students and teacher take turns reading aloud paragraphs from the phrased passage. The teacher helps students make a movie in their minds and draws simple sketches to represent main events. See Unit 2, Week 1, Day 4 for an example.
- **Part 4: Reading Fluently**: Students read passage silently (phrased or unphrased). Then, students read it orally with phrasing and fluency, following or creating scoops as they do so. See Unit 2, Week 2, Day 3 for an example.

Controlled decodable texts like the ***Storytime*** passages help students achieve word-reading accuracy, automaticity, and fluency, and provide a demonstration of word structure. Level-specific Teacher's Kits contain resources for additional supported fluency practice. For example, the Fluency Kits 1 and 2 provide decodable text phrases and stories for each Unit. Similarly, the Books to Remember Set 2 are appropriate for practice with connected text.




**Level 1, Module 1: A World of Books**



Geodes® Level 1 Classroom Library

Fluency practice can also be supported with supplemental materials not included in the Teacher's Kit, such as the Geodes® Classroom Libraries, Levels K-2. These are collections of knowledge-building books for emerging and developing readers that are aligned to the scope and sequence of Fundations Levels K, 1, and 2. Additional resources are also available online.

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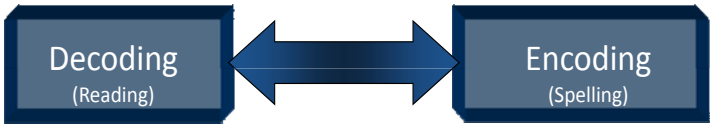
# Spelling K-3

*"An extensive and evolving body of research shows that direct and explicit spelling and handwriting instruction is required if all students are to master the mechanics of reading and writing." -Gentry & Graham, 2010*

## How are spelling skills taught?

Orthography is the accurate visual representation of both letters and words. The ability to picture and store this visual representation provides the foundation for reading and spelling. A unique strength of Fundations® is instruction in decoding in tandem with encoding, which supports orthographic learning. Rather than memorizing the spelling of words, students learn to segment and associate letters with sounds and spell words in correspondence to decoding patterns.

In Levels K-2, students develop basic spelling skills as well as more advanced skills with spelling options. These encoding (spelling) skills are taught alongside the corresponding decoding (reading) skills. In other words, students learn to segment and spell words corresponding to decoding patterns taught.



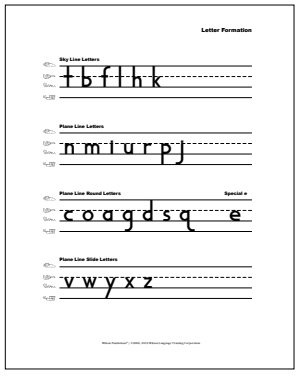

Fundations teaches sound mastery in two directions: letter to sound and sound to letter. Sound-to-letter mastery teaches students to hear a word, break the word down into individual phonemes by using the tapping technique, and then associate the individual phonemes in the word to the appropriate letter for spelling. Encoding instruction is conducted using manipulatives (cards, tiles) with letters during the ***Echo/Find Words*** activity, as well as with the Dry Erase Writing Tablets and Student Composition Books during the ***Dictation*** activity. For an example of ***Echo/Find Words***, see Level 1, Unit 2, Week 1, Day 2. For an example of ***Dictation***, see Level 1, Unit 2, Week 1, Day 4.

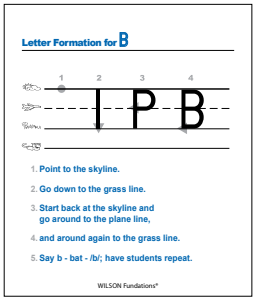
Additionally, spelling skills are directly taught and reinforced using multimodal techniques. One of these techniques, the Wilson finger-tapping procedure, is used to segment phonemes to support spelling. When Fundations teaches tapping for reading, students learn to sound out the individual phonemes and then blend them into a word. When Fundations teaches tapping for spelling, students learn to segment the word into individual phonemes, and then leave the sounds segmented so they can identify each individual phoneme and write the corresponding letter.

By the end of Level 1, students learn how to spell multisyllabic words using syllable frames and a kinesthetic approach. They touch each successive syllable, orally name it, and spell it. Students then read the word back as they scoop the word, connecting oral and written language and proofreading what they have written. In Level 3, teachers reinforce spelling skills from Levels K-2 and teach advanced spelling rules and patterns. They hold students accountable throughout the day for previously taught and new concepts and skills. When students write independently, they use their Student Notebooks as a reference tool. See ***Dictation*** (***Dry Erase***), in Level 3, Unit 1, Week 1, Day 3 for an example.

Spelling is generally more difficult than reading because spelling does not offer visual cues. As a result, students must determine the correct letters in sequence. Thus, although decoding and spelling instruction in Fundations will follow the same sequence, for some students, spelling skills may lag behind.

## How does Fundations teach punctuation and capitalization?




Students systematically learn punctuation, capitalization, and proofreading skills. This begins along with print awareness in kindergarten and is reinforced throughout all Levels. Teachers can visit the Fundations Learning Community to reference all capitalization and punctuation rules taught in Levels K-2. Also, students have a reference page at the back of their Composition Books. In Level 3, teachers reinforce the proofreading of sentences during dictation activities and hold students accountable for the application of capitalization and punctuation rules. See ***Word Play***, in Level 1, Unit 1, Week 12, Day 4 for an example.


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# Vocabulary K-3

*Vocabulary instruction must be interwoven into word study work.*
*-Boardman et al., 2008; Kosanovich et al., 2010; Murray et al., 2010.*

## How does Fundations® help foster a rich oral language environment?

Students come to school with varied word knowledge, so Fundations® teachers foster a rich oral language environment by developing a "word conscious" classroom. Incidental and explicit word learning, with a constant emphasis on word structure and meaning, occurs through exposure to many kinds of texts, read alouds, and other activities throughout daily lessons. Together, these build the vocabulary growth students need for comprehension success.

## How does Fundations teach vocabulary?

Building students' word awareness, or word consciousness, is an integral part of Fundations, and vocabulary instruction is present in almost every lesson. Students' in-depth knowledge of a word—an understanding of both its structure and meaning—grows through specific vocabulary activities and by weaving vocabulary instruction and discussion of word meanings within other learning activities. For example, when making words for decoding, teachers select some to discuss meanings and have students use them in sentences. Teachers help expand and resay sentences. "Dad likes his shed" is expanded to: "Dad likes his shed because it is a good place to store his tools." This helps others know what *shed* means. Teachers also challenge students to provide multiple word meanings.

In Fundations Level K, vocabulary instruction is intertwined across many different daily activities rather than focused in a specific one. The recommended approach when a new vocabulary word is encountered is:

- Students repeat a word to create a phonological representation
- Meaning of word is explained in everyday language
- Teacher provides student-friendly examples of the word in a sentence
- Students provide sentences (without using definition)

Levels 1-3 include specific vocabulary activities. Students learn a ***Word of the Day*** that corresponds with the word structure being studied. The Words of the Day are taken from resources such as Beimiller's list (Beimiller, 2010) or the Academic Wordlist (Coxhead, 1998), so students learn word structure and the meaning of words with higher utility. Some multiple-meaning words are included. Words of the Day are used in sentences and are on flashcards to be reviewed frequently. Students enter the words and sentences into the vocabulary section of their Student Notebooks. Similarly, the ***Word Talk*** activity utilizes Word of the Day cards to provide vocabulary practice while integrating decoding practice and review of past concepts. This solidifies understanding of word structure while also promoting reading accuracy and automaticity. In the ***Storytime*** activity (K-2), teachers stop and discuss specific words as they help students visualize the story. See ***Word of the Day***, Level 1, Unit 2, Week 2, Day 2 for an example.

Also in Levels K-2, students are taught Trick Words (high frequency words) for quick and automatic recognition and spelling and they are reviewed in Level 3. Previously taught suffixes are revisited and some new ones introduced. Students review common prefixes and determine the meaning of words when known affixes are added to them. The study of common Latin roots continues and students use these as clues to the meaning of unknown words with the same root.

In Level 3, the ***Guess Which One*** activity incorporates instruction in homophones, or sound-alike words that have different meanings (**whether**, **weather**). The ***Guess Which One*** activity further develops vocabulary (and spelling) skills with homophones by distinguishing differences in meaning from the context of various sentences. See Unit 1, Week 2, Day 1 for an example.

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# Comprehension K-3

*"Beginning readers, as well as more advanced readers, must understand that the ultimate goal of reading is comprehension."*
*-Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001*

## How does Fundations® address comprehension, which is the ultimate goal of reading?

Fundations® teaches to mastery the sub-skills needed to reach the ultimate goal of reading: comprehension. Accurate, fluent word reading is a leading factor affecting a skilled reader's comprehension of text (Carlisle & Rice, 2002), so Fundations instruction supports this goal. Fundations instruction is also informed by research highlighting the behaviors of good and poor readers, and strategies that support comprehension (Marzola, 2011).

Fundations is designed to be paired with a core reading program that fully addresses comprehension. However, it explicitly addresses comprehension strategies, which is particularly useful for those who struggle with comprehension (Gersten et al., 2001). Weekly, students receive instruction in reading and listening comprehension, incorporating visualization strategies, guided close reading, and oral language instruction. Students learn how to think actively while reading and self-monitor their understanding.

## What is Comprehension S.O.S™?

Students must hold onto information across sentences to create cohesion so they understand and link events in a text. Then, they must be able to retell events in a coherent way. Fundations facilitates these skills by teaching students to form visual images from words, imagine scenes and predict subsequent events, and recall and explain what was in the written text. Visual images aid comprehension and memory by acting as mental pegs onto which information can be hooked (Sadoksi & Paivo, 2001). Teachers help students create visual images by stopping and supporting their understanding of words with gestures, mental images, and drawing picture notes, as needed. This teacher-led disussion about text is called Comprehension S.O.S.™ in Wilson® programs. It stands for "Comprehension: Stop-Orient Support/Scaffold."

Comprehension S.O.S. activities always conclude with retelling because this solidifies understanding, helps with learning information, and develops oral language skills. Retelling begins in Level K with the ***Storytime*** activity, which offers explicit instruction for creating mental images through listening comprehension. Students learn to use their working memory to hold several words/sentences in mind and to process, understand, and recall them, eventually retelling the whole story in their own words. ***Storytime*** helps develop students' awareness of print visualization, understanding of story structure, verbal memory, and comprehension. For an example of retelling during ***Storytime***, see Level K, Unit 1, Week 2, Day 5.

With the Level 1 and 2 ***Storytime*** activity, students continue to create mental images, now while echo and choral reading short, narrative, controlled stories that are 95-100% decodable. As in Level K, students use working memory to retell stories in their own words. For an example of ***Storytime*** retelling, see Level 1, Unit 3, Week 2, Day 5. While stories may be easy for advanced students, they are useful for teaching prosody, reading in meaningful phrases, and visualization.

Research informs us that understanding text structures also aids in comprehension (National Reading Panel, 2000). ***Storytime*** Levels 1 and 2 introduce the differences between narrative fiction and informational non-fiction. Narrative passages and books in Fundations, such as the Fluency Kits 1 and 2, Books to Remember Set 2, and some Geodes® books (K-2), are fiction and written to entertain and inform. Discussion of narrative text includes settings and characters, main events, story endings, and characters' feelings. Teachers also select narrative non-fiction stories to read, explaining these have real characters, settings, and main events. Many of the Geodes® books can also be used for this purpose.

While Level 3 no longer includes the ***Storytime*** activity, students are expected to apply the Comprehension S.O.S. strategies they have learned as they read throughout the day. Teachers remind students to "make a movie" whenever they are reading and guide them to create a mental image of the words in a passage. Linking the words to a picture in their minds will help students understand and recall information. It helps make words "come alive" and reading more FUN! See the tip in Unit 6, Week 3, Day 4 for an example.


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# Lesson Planning K-3

## How is the Teacher's Manual organized?

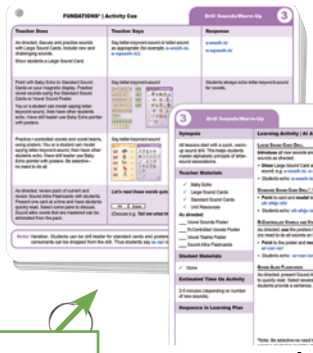
The Teacher's Manual outlines how to present program content to students. The *Implementing Fundations®* section provides a summary of what is taught and the rationale behind instruction. The *Learning Activity Overview* describes each Learning Activity with images and instructions explaining what the teacher does and says, and the expected student response. The *Orientation* explains how to construct a learning plan for each day of a five-day lesson plan rotation.

The manual is organized by Units. Within each Unit is a comprehensive weekly learning plan to support word study, spelling, and handwriting. Each week is further divided by day, with each day having a "Daily Plan" containing two to five Learning Activities. Collectively, these take 30 minutes to teach and all content can be completed within a regular school year. The Learning Activities address essential skills using an integrated approach. Teachers must do each standard lesson daily so the curriculum goals are met. Activity Cue Cards K, 1, 2, and 3 are a reference for correct activity procedures.

**Unit 5 Example**

**Week 1**

| DAY ❶ | DAY ❷ | DAY ❸ | DAY ❹ | DAY ❺ |
|---|---|---|---|---|
| Drill Sounds/Warm-Up | Drill Sounds/Warm-Up | Drill Sounds/Warm-Up | Drill Sounds/Warm-Up | Drill Sounds/Warm-Up |
| Introduce New Concepts | Word of the Day | Introduce New Concepts | Word of the Day | Word Talk |
| Sky Write/Letter Formation | Letter Formation (Individual Letters) | Dictation (Dry Erase) | Make It Fun | Dictation (Day 5 Check-Up) |
| | Guess Which One | | Dictation (Composition Book) | |



Activity Cue Card Front

Activity Cue Card Back

*Level 1 example of weekly learning plan from the Teacher's Manual and Activity Cue Cards*

## How would I plan a Fundations lesson?

Within each standard lesson, teachers compose their own daily learning plan that is tailored to students' needs. A fillable learning plan is available on the Fundations Learning Community, as are Learning Plan samples. Personalized lesson planning allows teachers to:

- strengthen the process of learning and understanding the curriculum; and,
- diagnostically differentiate instruction for students based on need and mastery of concepts.

As teachers learn to plan and teach lessons, they should:

- read through a daily standard lesson;
- fill out and print a learning plan using the template from the Fundations Learning Community;
- review activity procedures for the day's Learning Activities (with Activity Cue Cards);
- determine clear step-by-step instructions to guide students during transitions; and,
- visualize lessons and transitions between activities.

Teachers are encouraged to plan metacognitively by considering lesson goals. Introducing the day's activities (via Activity Strips) and goals to students is important as well. Fundations also stresses teacher reflection after lessons, allowing for evaluation of lessons' effectiveness.

***To assist with pacing, the manual specifies how much time to spend on each Learning Activity. Also, the Fundations Tier 1 Pacing Guidelines found on the Fundations Learning Community demonstrate how to complete the curriculum within one school year.***

**Activity Strips: Level 1**




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# Diagnostic Teaching K-3

## What does assessment look like in Fundations®?

Fundations® combines assessment and instruction, helping teachers determine students' strengths and challenges. During the learning process (i.e., daily Learning Activities), informal formative assessment helps teachers know how well their students are learning. "Show me" is a phrase Fundations teachers use with clear instructional objectives. It requires learners to do intellectual work and demonstrate their thinking and understanding through performance activities such as ***Dictation***, ***Echo/Find Words***, ***Storytime***, and ***Guess Which One***. Teachers provide immediate feedback to students.

Students' achievement is assessed by examining their progress from multiple perspectives, including direct observation of daily work and independent application of skills. For example, teachers might ask students to explain their thinking when determining unknown words or when attempting to spell a word in their independent writing. Even if the words are incorrect, are students able to correct them with guiding questions? Teachers observe whether students are beginning to self-monitor their responses and use problem-solving strategies to complete decoding and spelling tasks.

In Level K, formal formative assessment is completed via the ***Mid-Unit Check*** and ***Unit Tests***. In Levels 1-3, only ***Unit Tests*** are used due to shorter units. In all four Levels, each student is assessed individually, and 80% of the class should be at benchmark (scoring 80% on each subtest) before moving to the next Unit. Students receiving Tier 2 intervention are also assessed using the Progress Monitoring Tool. Additional resources for assessment are available on the Fundations Learning Community.

## How does Fundations differentiate instruction?

Differentiating instruction is a product of diagnostic teaching. Fundations provides teachers with differentiation strategies to meet various learners' needs. Once needs are determined through assessments, classwork is tailored accordingly. Differentiation guidelines for students needing extra support (ELs and those performing below grade level) or greater challenges (advanced students) can be found in the manual's *Learning Activity Overview* and in each Unit's introduction. The Fundations Learning Community offers Lesson Support Activities for targeted instruction, and supplements for advanced work.

## Who needs Tier 2 Targeted Instruction/Intervention?

Using ***Unit Tests*** and benchmark assessments such as DIBELS, teachers can evaluate *beginning-of-the-year* scores to identify at-risk students. Instruction for these students includes the standard lesson plus an intervention lesson. The Fundations Learning Community and intervention workshops provide guidance. **Fundations Progress Monitoring Tools** for Levels K, 1, and 2 measure what students know compared to skills taught in the level-specific curriculum. They can be used with all Fundations students but are particularly helpful for Tier 2 students. Measures vary by level:

- **Level K**: letter naming, letter-sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, fluency, and sight word fluency
- **Level 1**: word identification, nonsense word fluency, and oral reading fluency
- **Level 2**: nonsense word fluency and oral reading fluency

**Progress Monitoring Levels K, 1, and 2**



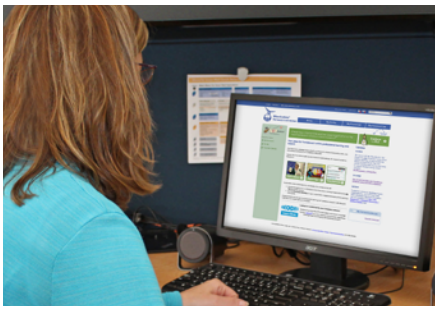


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# Teacher Support K-3

## What professional learning opportunities are available?

Wilson® offers a range of professional learning opportunities to help educators enhance their instruction and support Fundations® implementation with fidelity.



### Integrated Teacher Support: Online Learning Community Membership

The Fundations Learning Community provides teacher support through monthly expert tips, video demonstrations, and a wide variety of print resources. For intervention teachers, the Learning Community also includes specific intervention resources. Pre-K teachers are provided a distinct resource community. Membership is renewable annually at no charge.

### Virtual Resource Hub (FUN HUB®)

FUN HUB is an online resource that supports Fundations through a collection of online instructional lessons, print and digital resources, on-demand videos, a Unit Test Tracker, and InterActivities.

### Fundations® Level-Specific Launch Workshops

Each Launch Workshop provides the underlying principles and practical strategies of the program, and reviews the skills, materials, multimodal practices, and activities taught in the Fundations curriculum for the selected level (K, 1, 2, or 3).

### Intervention Workshop

This workshop focuses on the skills, materials, activities, and lesson planning of the intervention lesson; addresses how the Fundations Curriculum-Based Measurement tool is used to monitor progress; and provides the practice, guidance, and knowledge needed to incorporate fluency instruction.

### Virtual Implementation Support (VIS)

VIS provides teachers with access to a virtual collaborative community where they can interact and learn from a Wilson Literacy Specialist. Six exciting topics specific to improving instruction and success can be scheduled at teachers' convenience. Additional Getting Started session is also available.

### Demonstration Sites with Coaching

Offers support through demonstrations, coaching, and feedback. For intervention teachers, coaching also focuses on specific features of the intervention setting.



### Sustainability Plan

The **Fundations Facilitator Certification (Level-specific)** program develops teacher-leaders who will gain a deeper knowledge of program implementation at their respective Fundations Level in order to support teachers in their district. It is a yearlong program that builds staff capacity by supporting the implementation of Fundations and contributing to teacher and student success.

The **Fundations Presenter Development (Level-specific)** program builds local capacity by training teacher-leaders in a deeper understanding of language structure to support program implementation at specific Fundations Levels, and makes them eligible to present those Level-specific workshops within the district at a large cost savings to the district. Wilson provides presenters with comprehensive workshop materials and ongoing support from Wilson Fidelity Team members.

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# Materials K-3

Fundations® offers comprehensive program materials that allow K-3 teachers to confidently present a carefully structured phonics and spelling curriculum using engaging, multimodal techniques.



Each Level-specific **Fundations Teacher's Kit** includes the following materials:

- **Teacher's Manual (K-3)**: Level specific; provides background understanding and research support for the why and how of instruction, scope & sequence of skills, and daily learning plans. Includes FUN HUB® access for one year then renewable via subscription each year.
- **Activity Cue Cards (K-3)**: Use as quick reference for Learning Activities.
- **Home Support Packs (K-3)**: Inform parents/guardians about how they can support progress and includes student activities.
- **Echo (K-2) and Baby Echo Owl Puppets (K-3)**: Use as effective helpers for promoting student responses. Baby Echo fits on a ruler/pointer.
- **Sentence & Syllable Frames (K-1) and Suffix & Syllable Frames (2-3)**: Use for handwriting, spelling, and punctuation instruction; students see, hear, say, and touch while learning.
- **Alphabet Wall Strip (K-2)**: Use as quick reference for letter recognition.
- **Cursive Alphabet Wall Strip (3)**: Use as quick reference for cursive letter formation.
- **Keyword Puzzles (K)**: Help students associate letters, keywords, and sounds.
- **Large Sound Cards (K-3)**: Present keyword pictures and letters for new and review phonemes.
- **Standard Sound Cards (K-3)**: Use to drill sounds and teach word structure.
- **Trick Word Flashcards (K-2)**: Use for automatic recognition of high frequency/irregular words.
- **Sound Alike Flashcards (3)**: Use for homophone practice.
- **Word of the Day Cards (1-3)**: Review word structure and meaning.
- **Magnetic Strips (K-3)**: Affix to media for easy manipulation.
- **Manuscript Letter Formation Guides (K-2)**: Support lowercase and uppercase print manuscript letter formation verbalizations. **Cursive Letter Formation Guides (3)**: Support lowercase and uppercase cursive letter formation verbalizations.
- **Large Letter Formation Grid (1-3)**: Support letter formation and skywriting activities.
- **Large Dictation Grid (K-3)**: Support dictation activities.
- **Fluency Kits (1-2)**: Use Level-specific controlled sound drills, real and nonsense words, trick words, phrases, and controlled-text stories (phrased and unphrased) for each Unit.
- **Books to Remember Set 2**: Read five decodable stories that provide practice with connected text.
- **Classroom Poster Sets (K-3)**: Reference Level-specific concepts taught.
- **Vowel Extension Poster (K-1)**: Reference for the Vowel Extension Learning Activity.
- **Wilson Cursive® Writing Kit (3)**: Provides right- and left-handed practice for uppercase and lowercase letters and connectives to ensure mastery.


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# Materials K-3

- **Fundations® Student Kit**: Includes both durables and consumables.

  Durables are used by each student and last year to year. They include:

  - **Letter Board and Magnetic Tiles**: To manipulate/practice sounds and build words.
  - **Dry Erase Writing Tablet**: For kinesthetic letter formation practice.
  - **Gel Word Board with Magic Pen (2)**: For multimodal writing and tracing practice.

  Consumables are used by each student and need to be replaced every year. They include:

  - **Student Notebook**: Matches the scope and sequence of respective Teacher's Manual.
  - **Composition Books (1-3)**: For dictation of sounds, words, and sentences.
  - **Desk Strip (K-2)**: Reference tool for independent decoding and spelling activities; **Cursive Writing Desk Strip** provided for **Level 3**.
  - **My Fundations Journal**: For writing letters and words, as well as coloring.

**Supplemental Materials** (not included in Teacher's Kits):

Additional materials to be used in the classroom, including Expert Tips, are available in each Level-specific Fundations Learning Community.

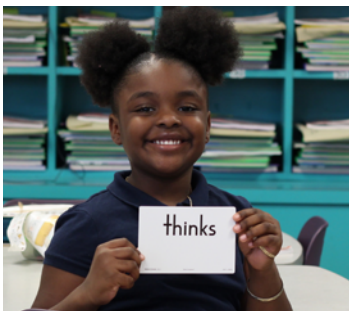
- **Student Workbook Level 1 & Level 2:** Aligned to the Fundations Scope & Sequence, this supplemental student consumable includes practice activities to reinforce new and review concepts. Teachers can use the Student Workbook to strategically plan for additional targeted practice outside of the 30-minute lesson.
- **Geodes® Classroom Library**: A collection of accessible, knowledge-building books from Great Minds in association with Wilson Language Training®. Includes informational and literary texts organized into four topical modules.
  - **Level K (48 books)**: The Five Senses, Once Upon a Farm, America, Then and Now, and The Continents.
  - **Level 1 (64 books)**: A World of Books, Creature Features, Powerful Forces, and Cinderella Stories.
  - **Level 2 (64 books)**: A Season of Change, The American West, Civil Rights Heroes, and Good Eating.

*Note: the visual design of Fundations products is minimally distracting to allow students to focus on concepts being learned. Teachers and students can rely on consistent and clear visual cues.*












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# Curriculum

Getting Started

Links & FAQs

Texts

How to Order

Professional Development

About

## Language Arts

### K-5 - Language Arts Curriculum Modules: 2017

K Grade

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

### 6-8 Language Arts Curriculum Modules (Second Edition): 2019

6th Grade | 7th Grade | 8th Grade

## Life Science

### Science Curriculum Modules:

3rd Grade | 4th Grade | 5th Grade

## Social Studies

### Social Studies Curriculum Modules:

6th Grade | 9th Grade

### Key Resources to Support Implementation

Looking for important information about scoring, texts, or scope and sequence? Check out our Tools section. Resources include guidance documents, resource manuals, sample schedules, rubrics/checklists, and many more. The Tools page is your first stop for answers to the most important educator questions.

Learn More

## Skills Block Small Group and Rotations Resources Launch

Our Decodable Reader Routines page has been redesigned! The new format aims to ease the management burden by providing a central hub for organizing small group instruction and rotations. We've consolidated resources into Cycle Planners to support materials management and ensure that teachers can make the most of their differentiated instruction time.

Learn More

## Curriculum Index Pages Launch

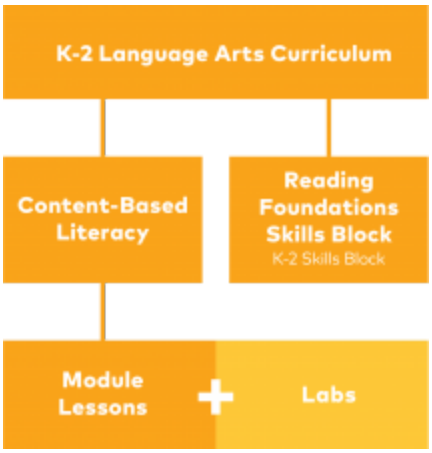
The newly published K-5 Index Pages are designed to provide an easier way to navigate the EL Education Digital Curriculum. Each page focuses on one grade and provides direct access, whether through links or downloads, to nearly all resources required for instruction. We hope you'll find this new resource helpful!

Learn More

**“We’re leaving the workshop seeing the possibility of brilliance in every student in every school, every day.”**

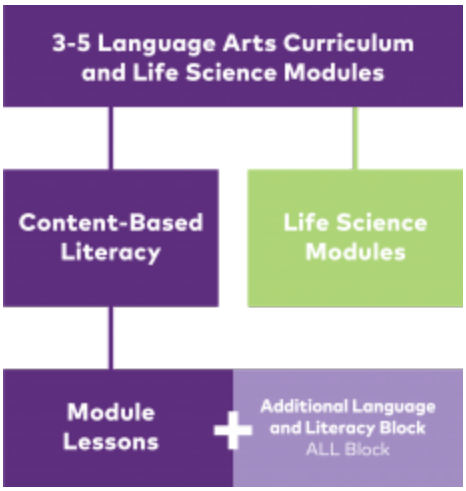
**Participant**
**Professional Development Session**

# How is our curriculum structured?



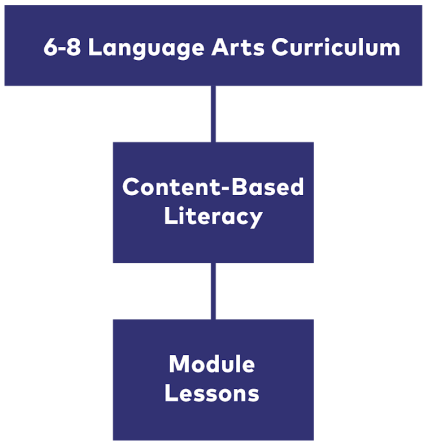

## K-2 Language Arts Curriculum

Each module in grades K-2 is comprised of two one-hour blocks of content-based literacy (Module Lessons and K-2 Labs) and the third hour of structured phonics (K-2 Reading Foundations Skills Block). Together, these three hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.



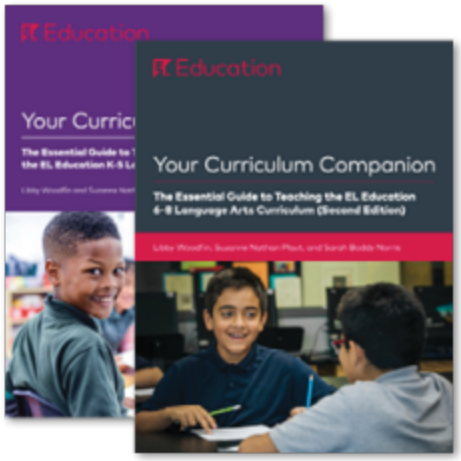

# Grades 3-5 Language Arts Curriculum (Second Edition)

Each module in our grades 3-5 second edition curriculum consists of two one-hour blocks of content-based literacy instruction. Together, these two hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.



# 6-8 Language Arts Curriculum (Second Edition) New!

Each module in our grades 6-8 second edition curriculum consists of a 45-minute block of content-based literacy instruction. Built to the needs of middle school learners, our new block teaches and assesses all of the Language Arts standards for each grade level.




# Available Now

***Your Curriculum Companion: The Essential Guide to Teaching the EL Education K-5 Language Arts Curriculum***

Our "must-have" companion guide to the EL Education curriculum. This essential guide is one part roadmap to the curriculum, one part orientation to its instructional practices, and one part coach--to answer your questions, relieve your stress, and put you and your students on the road to success.

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03:12

## *Ready to get started with IM 6–8 Math?*

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### IM 6–8 MATH V.360 DESIGN FEATURES

## A coherent progression of learning



IM v.360 is fully aligned to the Common Core State Standards and provides the proper focus, rigor, and coherence required to achieve grade-level mathematics. Courses, units, lessons, activities, and representations are sequenced to help students develop an understanding of mathematical concepts, build fluency with procedures, and solve mathematical problems that reflect their lived experiences. Each unit and lesson is designed to build on what students previously learned and is part of a mathematical story that spans units and grade levels. This coherence allows students to view mathematics as a connected set of ideas.

## Academic language development

Students acquire mathematical language by actively exploring and learning mathematics. Tasks encourage students to use informal language while making sense of concepts, and introduce academic language as they strengthen their mathematical understanding. The curriculum provides opportunities to develop mathematical language through social interaction and collaboration, and through the use of math language routines (MLRs). These routines also provide opportunities for English learners to engage in the specialized academic language demands of reading, writing, speaking, listening, conversing, and representing in math.

## Culturally responsive pedagogy

Culturally responsive pedagogy supports students in building positive mathematical identities by providing mirrors to reflect their own cultures and experiences, and windows to see the cultures and experiences of others. Problem-solving contexts that positively reflect diverse cultures are applied to courses in grades 6–8 to encourage an inclusive mathematics community and build upon students' prior knowledge of mathematics, language, and culture. Throughout the curriculum, students engage in collaborative learning

opportunities that center student thinking and allow students to participate authentically.

### Embedded teacher supports

Each unit, section, and lesson begins with a narrative to describe the mathematical work that will unfold, how it connects to what students have previously learned, and how it will prepare students for future coursework. Lessons and activities end with a synthesis that supports teachers in clearing up any misconceptions or questions students may have encountered during their learning. Throughout lessons and activities, teachers can find guidance on providing more access with embedded language support, UDL guidelines, and enrichment opportunities for students who need them. Finally, teachers are invited to develop and refine their practice with reflection questions centered around math content, student thinking, pedagogy, and access and equity.

IM 6–8 MATH ACCELERATED CERTIFIED BY IM

## The IM Accelerated Difference

*A condensed, comprehensive two-year pathway that addresses all Common Core State Standards*

IM 6–8 Math v.360 Accelerated will be **available Spring of 2025**. This compressed version of IM 6–8 Math v.360, is a thoughtful alternative to conventional accelerated programs because its design eliminates the possibility of unfinished learning as students arrive at Algebra 1. It includes all of the standards in IM 6–8 Math v.360 and compacts them into a two-year curriculum meant to be covered during grades 6 and 7. The pace is faster than IM 6–8 Math v.360, but no crucial mathematical concepts are excluded.

See also: **Guidance for Accelerating Students in Mathematics.**

# Over 2.6 million students in more that 1,600 districts and schools have found success with IM Certified Math.

IM 6–8 Math v.360 is rigorous, problem-based, and fully aligned to the Common Core State Standards, with coherence across grade bands. The curriculum is available in both print and digital versions.

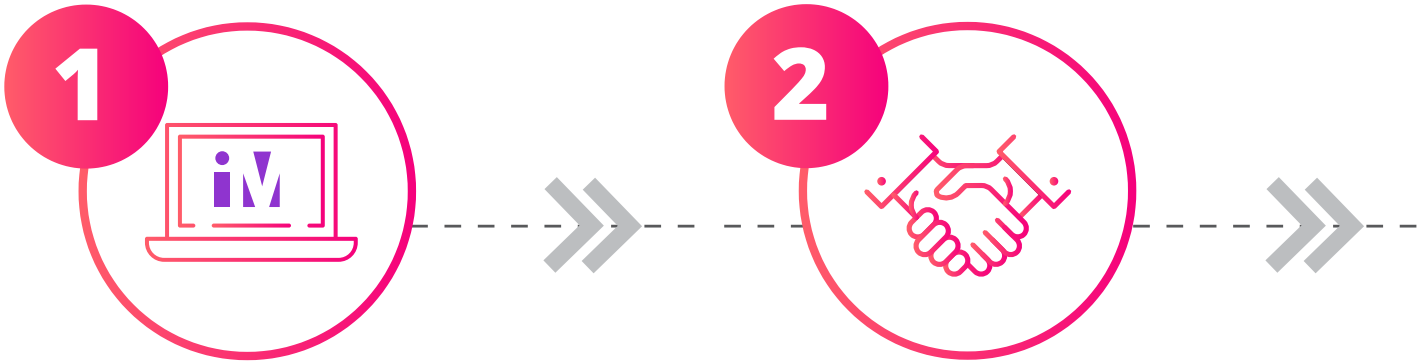
IM 6–8 Math earned EdReports' highest ratings across all three review gateways: focus and coherence; rigor and mathematical practices; and usability. EdReports is a highly regarded independent nonprofit that reviews K–12 curricula for standards alignment and quality. Read the full analysis for **Kendall Hunt** and **Imagine Learning**.




**VIEW EDREPORTS**

| Perfect Score | Perfect Score | Perfect Score |
|---|---|---|
| FOCUS & COHERENCE | RIGOR & MATHEMATICAL PRACTICES | USABILITY |
| 14/14 grades 6, 7, 8 | 18/18 grades 6, 7, 8 | 38/38 grades 6, 7, 8 |

## Ready to Get Started with the IM Certified Experience?

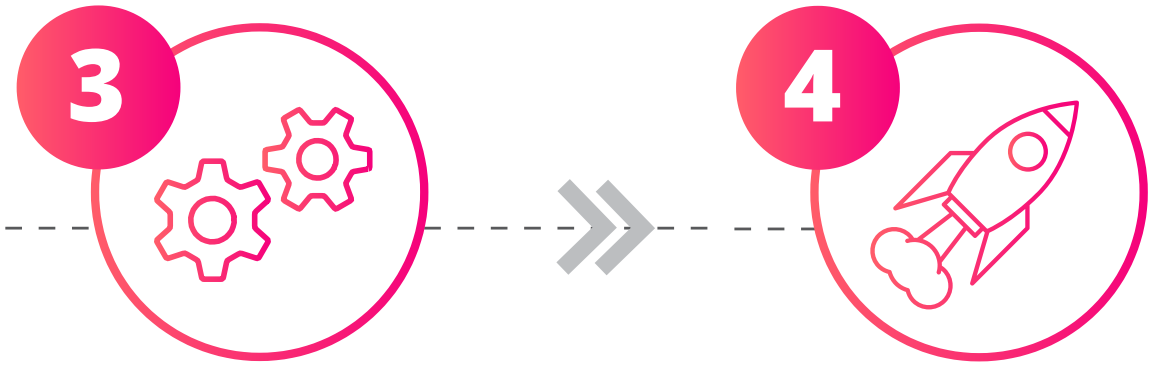



### PREVIEW THE IM CERTIFIED CURRICULUM

Take a closer look at the **IM K–12 Math curricula**, by previewing the demo curriculum.

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Pick **certified distribution partners** who offers online platforms and sell the print resources.




### CHOOSE IM CERTIFIED PROFESSIONAL LEARNING

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Need more info? Want to learn more about our curriculum or our IM Certified Partners? **Schedule a call with us.**



## Already using IM, but want to learn more?

Reach out to your **IM Certified partner** to schedule **professional learning**, order print materials or digital subscriptions.

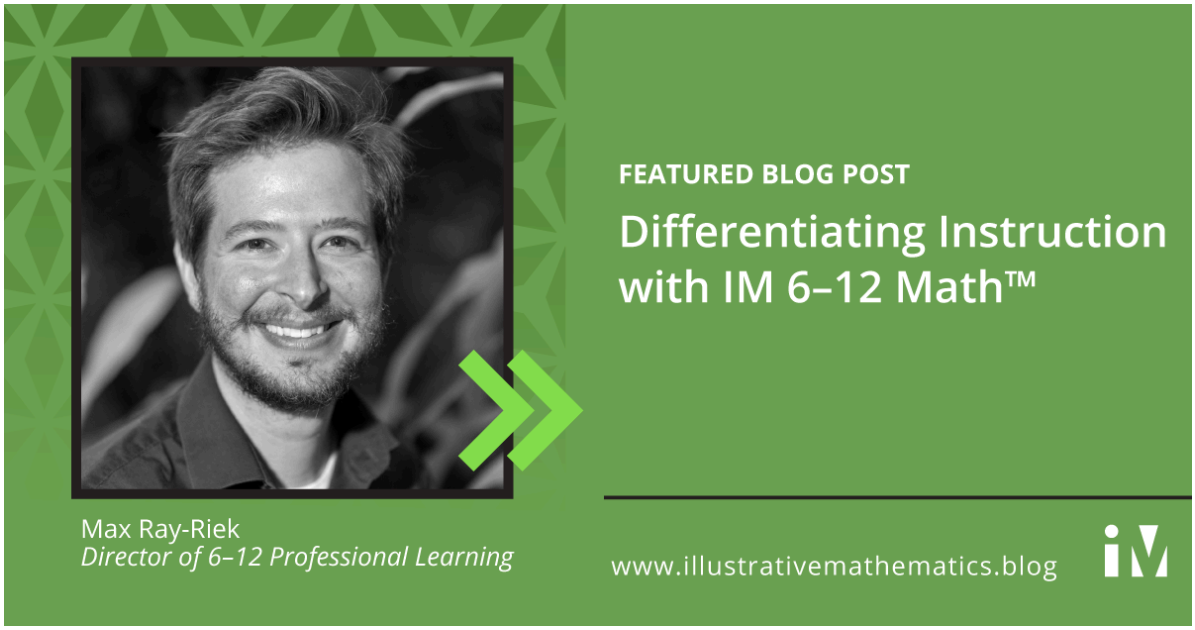
IM 6–8 MATH FEATURED CONTENT

### Featured IM 6–8 Math Blog Posts




In this series of blog posts, the first of which is available here, we're exploring how, in order to be successful in a problem-based classroom, students have to shift their thinking about what being a good math student looks and sounds like.

Read More



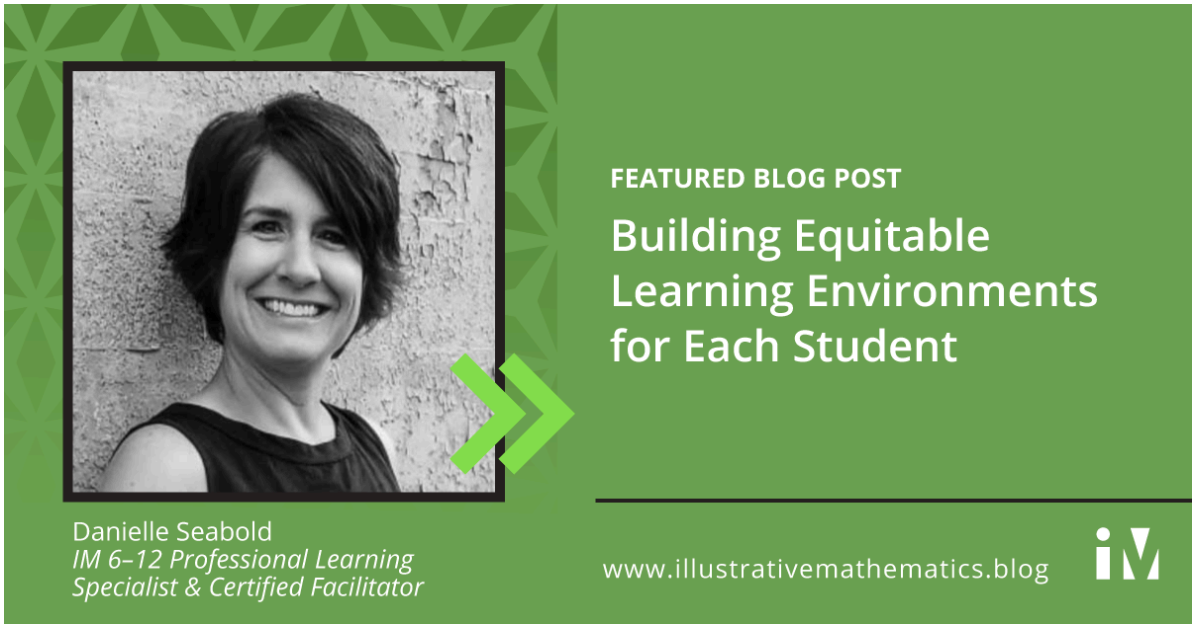

In my role at IM, working with teachers and administrators, I am asked to help with the challenges of implementing an IM curriculum. We are often asked, "How can I differentiate instruction while using this curriculum?" or "What resources does IM offer to support differentiation?"

Read More




How can educators act on these beliefs, in teaching and learning with IM 6–12 Math™, to craft learning communities and experiences in which each learner knows, uses, and enjoys mathematics?

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*All students can be successful in mathematics*. For most mathematics educators, we lean into this. We believe that all students can learn mathematics, that they can be successful. However, as we focus our lens on the word *all*, what do we see?

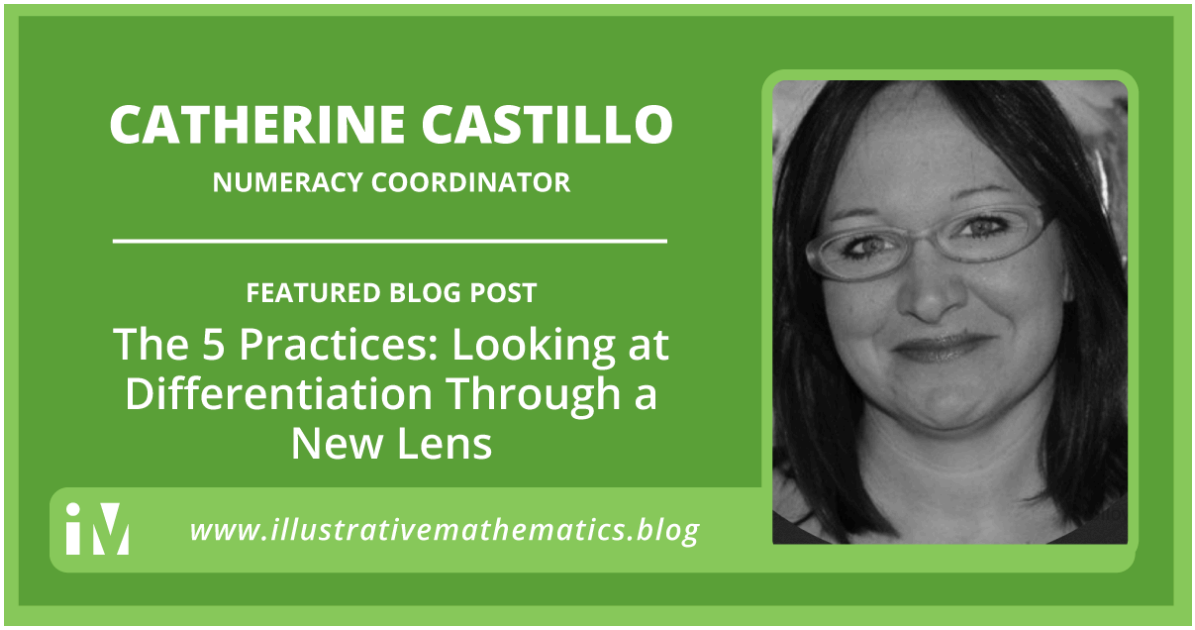
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Math teachers can talk all day about math! We get super excited when we encounter someone else who enjoys these conversations as well.

But too many of our students don't get to experience that joyful discourse, which limits their understanding of and positive experiences with math.

Read More




Our district had seen a downhill trend in standardized test scores in mathematics. This forced us, as educators, to take an intentional look at our teaching practices.

Read More

IM CERTIFIED® IM PROFESSIONAL LEARNING

IM Professional Learning for mathematics is deeply integrated with the curriculum. The program provides teachers and leaders long-term, sustainable support for developing, refining, and reflecting on instructional practices.

LEARN MORE

IM CERTIFIED® PARTNERS




## IM v.360 certified by Illustrative Mathematics is only available from our IM Certified® partners.

Our partners offer the ideal curriculum experience because they share our commitment to providing the IM Certified curriculum to all teachers and students as it is meant to be experienced, in the format needed to ensure success.

Imagine IM, from Imagine Learning, offers the comprehensive IM v.360 curriculum with enhanced resources. Imagine IM includes classroom-ready print books designed for usability. The digital experience offers customizable lessons, interactive tools, assessments, and exclusive features like digital centers and videos. Imagine Learning is IM's original premium partner and supports districts to ensure implementation with integrity.

LEARN MORE

Kendall Hunt is an IM Certified Partner and print provider of the upgraded IM® v.360 curriculum. The Kendall Hunt version will be the pure, untouched print version – one that is unaltered, unedited, and aligns directly with IM's free digital version. In addition to this upgraded print version, Kendall Hunt offers professional learning opportunities aligned with customer needs.

LEARN MORE

KIDDOM

IM® v.360 powered by Kiddom unites ground-breaking technology with Illustrative Mathematics' high-quality curriculum. Kiddom empowers educators to customize, implement, and measure the impact of IM® v.360 on a simple, powerful platform. A full suite of digital tools and functionality creates dynamic, engaging learning experiences for students, while real-time data supports informed instructional choices.

LEARN MORE

## CHOOSE AN IM CERTIFIED PARTNER

Submit this form and an IM Certified partner will contact you to discuss your options for accessing IM 6–8 Math v.360.





AN EXPERT-AUTHORED CURRICULUM

## We're Dedicated to Teacher and Student Success

*Our curricula are designed by respected thought leaders who share IM's goal*
*to create a world where learners know, use, and enjoy mathematics.*



## William G. McCallum

### CEO and Cofounder

Bill McCallum has dedicated his life to helping teachers, educators, mathematicians, and policymakers show fidelity to both mathematical coherence and student learning.

He is an Emeritus Distinguished Professor of Mathematics at The University of Arizona, where he researches number theory and arithmetical algebraic geometry, authors textbooks, and advises researchers and policymakers. Bill's work as a lead writer of the Common Core State Standards in Mathematics earned him the Award for Distinguished Public Service from the American Mathematical Society and the Dolciani Award from the Mathematical Association of America.

As CEO and cofounder of Illustrative Mathematics, Bill chairs the organization's board of directors, helping craft IM's strategic direction and contributing to the curricula. He also represents IM to funders, at speaking events, and in workshops.



## Kristin Umland

### President and Cofounder

Kristin Umland believes that by coordinating the expertise of teachers, mathematicians, mathematics educators, and business professionals, we can help all students realize their mathematical potential.

Before joining the IM team, she was an associate professor in the Department of Mathematics and Statistics at the University of New Mexico (UNM). After joining UNM with a PhD in Mathematics, she carried out research in mathematics education, taught pre-service and in-service elementary and secondary teachers, and conducted education outreach at the local, state, and national level. A recipient of both the Louise Hay Award and the AMS Impact Award, Kristin's goal has always been to improve the mathematical and pedagogical quality of children's learning experiences.



## Kate Nowak

### 6–12 Curriculum Lead Author

Kate is a writer, teacher, and curriculum designer. After a successful eight years teaching high school mathematics and writing the popular blog f(t), she transitioned into a career in curriculum design.

Kate was the instructional lead author of the IM 6–8 and IM geometry, algebra 1, and algebra 2 curricula, and loves leading teams to create products that help teachers and students know, use, and enjoy mathematics.





## Yenche Tioanda

### Grade 6 Lead, IM 6–8 Math v.III

Yenche is passionate about learning and helping others learn. Her adventures in mathematics education began in Philadelphia, where she taught high school students as a member of Teach For America and later served as a founding teacher of Science Leadership Academy.

Since then, she has strived to create meaningful learning experiences—in mathematics and beyond—as a curriculum designer, leader of professional learning communities, academic director, and consultant to schools and non-profit organizations.

Yenche served as the lead author of the grade 6 course in the IM 6–8 curriculum, the lead for Algebra 1 in the IM 9–12 curriculum, and a writer for the IM K–5 curriculum.

Yenche holds a BA in Architecture from Washington University in Saint Louis, an MArch from Harvard Design School, and an MS in Education from the University of Pennsylvania.





## Michelle Mourtgos

### Grade 7 Lead, IM 6–8 Math v.III

Michelle is motivated by a desire to help teachers enjoy teaching, help students enjoy learning, and build everyone's sense of self-efficacy.

A middle school math teacher since 2007, Michelle holds an MEd in Curriculum & Supervision from Pennsylvania State University. She received the Huntsman Award for Excellence in Education in 2013.

Michelle was the lead author for grade 7 of the Illustrative Mathematics 6–8 math curriculum.



## Ashli Black

### Grade 8 Lead, IM 6–8 Math v.III

Ashli is inspired by doing math with other teachers, discussing classroom practice, and reading what research tells us about how to best support student learning. She began her education career as a high school teacher in Washington State. She is a national board certified teacher and an alumna of the Park City Mathematics Institute.

Ashli was the lead writer of the grade 8 and Algebra 2 IM curricula.



## Max Ray-Riek

### 6–12 Writer

Max Ray-Riek is IM's senior director of teacher professional learning and a contributing writer for the IM high school curriculum. Max is a former secondary mathematics teacher and previously worked for The Math Forum, focusing on fostering problem-solving and making student thinking the center of math class. He is the lead author of *Powerful Problem Solving: Activities for Sense Making with the Math Practices*.

Max values each student's ideas and works to help students see themselves as people who can listen, connect, and act mathematically. He finds the art and discipline of teaching to be the hardest, most rewarding, and most important work in the world.

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**Support Free Math Instruction for All Learners**

As a nonprofit, we rely on the support of our generous community. Each contribution allows us to reach more classrooms, develop new educational materials, and create opportunities that inspire curiosity and a love for learning.

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**DETROIT ACHIEVEMENT ACADEMY & DETROIT PREP**
**BOARD-APPROVED COURSE LISTING**

The following listed courses are board-approved for presentation to students in grades K-8. Courses not included below must be presented for board approval prior to start of instruction. All courses listed are approved assuming use of Common Core and State academic standards and administration-approved curricular tools.

**PRIMARY || Kindergarten and 1st Grade**

- English Language Arts, Reading, Phonics, Writing, Skills
- Mathematics
- Science
- Social Studies
- Social-Emotional and Character Education via Habits of Character and Crew
- Electives - Dance, Art, STEAM, Music, Fitness, Foreign Language or Technology

**ELEMENTARY || 2nd - 4th Grade**

- English Language Arts, Reading, Phonics, Writing, Grammar, Skills
- Mathematics
- Science
- Social Studies
- Social-Emotional and Character Education via Habits of Character and Crew
- Electives - Dance, Art, STEAM, Music, Fitness, Foreign Language or Technology

**UPPER OR MIDDLE SCHOOL || 5th - 8th Grade**

- English Language Arts, Reading, Writing, Grammar
- Mathematics
- Science
- Social Studies
- Social-Emotional and Character Education via Habits of Character and Crew
- Electives - Dance, Art, STEAM, Music, Fitness, Foreign Language or Technology

# SCHEDULE 7-3

# STAFF RESPONSIBILITIES

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

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

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

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

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

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

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

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

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: ELEMENTARY LITERACY SPECIALIST

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

We are seeking a passionate and dedicated Elementary Literacy Specialist to join our team. The ideal candidate will have a strong background in literacy instruction, curriculum development, and educational assessment. The Elementary Literacy Specialist will work closely with teachers, students, and families to enhance literacy skills and promote a culture of reading and writing excellence. This position reports directly to the Head of School, and works closely with the Student Support Team. This position would be responsible for delivering professional development and literacy coaching to teachers, providing academic support, intervention and enrichment to students, and supporting general school operations through various duties.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Working hard to provide results for our students
- Working directly with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at DAA and DP
- Having extraordinarily high expectations for all students, staff, and faculty at DAA and DP

- Being supported by your team
- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

- Coach and support teachers and staff in all things literacy, including:
    - The use of neuroscience-backed and research-based strategies in phonics/foundational Literacy Skills instruction (for K-3 teachers and staff). This may involve:
        - Leading professional development, book clubs, and Professional Learning Communities focused on the Science of Reading, State of Michigan's 10 Reading Essentials
        - Modeling and co-teaching Foundational Literacy Skills lessons
        - Co-planning Foundational Skills lessons with teachers
    - Using and navigating the EL Education Model to support students' reading comprehension, vocabulary, and writing skills (K-8 ELA). This may involve:
        - Co-planning modules with teachers, using EL or modifying/creating new units
        - Supporting with integration of Science, Social Studies, and Social Justice content and standards
        - Brainstorming authentic, beautiful, complex final products
        - Supporting with coordinating field studies and experts
        - Supporting teachers in facilitating final product creation with students (creating rubrics, feedback structures, pushing in/pulling out in product creation)
    - Supporting teachers in using formative assessment data to create and plan small group instruction, create centers (K-8 ELA)
    - Supporting all teachers in implementing writing across content areas (K-8)
- Support the school's most struggling readers
    - Provide 1-1 intervention to Tier 3 students who have already received small group intervention; targeting 2nd-3rd grade readers
    - Create, implement, and monitor Individual Reading Improvement Plans (IRIP) to align with Michigan's Third Grade Reading Law
    - Plan and create Read at Home programs and recommendations
- Support with schoolwide curriculum and assessment

    - Make recommendations for curriculum and assessment
    - Create and utilize early dyslexia screener
    - Prepare materials for assessment, support teachers and leadership team in administration of benchmark assessments (NWEA, Acadience, M-Step, etc.)
    - Create and provide upkeep for resource library for teachers (decodable texts, materials for small groups)
    - Apply for grants to receive funding for literacy resources
- Support schoolwide responsibilities and duties (i.e. Lunch/Recess/Dismissal/Crew Partners)
    - Lead schoolwide literacy-related events: Scholastic Book Fair, Spelling Bee, Family Reading Night, March is Reading Month, Kindergarten Round Up

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with partners, donors, students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop.
- **Reflective attitude:** An ability to constantly reflect on personal areas of strength and growth. Ability to analyze data and make data-driven instructional decisions.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude.
- **Professional integrity:** A personal alignment with the values and ethical standards of DAA and DP.
- Bachelor's degree in Education or related field (Master's degree preferred)
- Valid teaching certification
- Minimum of 3 years of experience in elementary education, with a focus on literacy instruction

- Demonstrated expertise in literacy assessment, curriculum development, and instructional coaching

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to: careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds.*

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS ASSOCIATE

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School and Operations Manager. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Operations Associate will be responsible for basic custodial and operational tasks throughout the school day. The Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills and attention to detail
- ❑ Bachelor’s degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI |

courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- ➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- ➢ Uses 3Rs effectively, efficiently, and anonymously,
- ➢ Uses the least-invasive redirect to address developing behavior,
- ➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- ➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,
- ➢ Actively participates in school wide Community Crew whenever possible,
- ➢ Engages families and the community as successful partners, including ACE partners,
- ➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- ➢ >70% of families A/SA Detroit Prep values the diversity of our children.
- ➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -
- ➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,
- ➢ Leads or co-leads one or more school wide culture-building events and initiatives.

and the district SIS,
- ➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- ➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- ➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- ➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- ➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- ➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -
- ➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- ➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- ➢ Researches, compiles, implements, and provides feedback on best practices for meal service,
- ➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,
- ➢ Researches, compiles, implements, and provides feedback on technology,
- ➢ Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |

| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
|---|---|
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback). |

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| | Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Achievement Academy** exists to provide a world-class, equitable education that will give a diverse group of students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION GOALS: UPPER SCHOOL CREW LEADER (ELA OR MATH TEACHER, GRADES 5-8)

"We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character." - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

We are seeking an enthusiastic and dedicated middle school teacher to join our team. The ideal candidate will have a passion for teaching and a commitment to supporting the academic and social-emotional growth of middle school students. This position is available for either English Language Arts (ELA) or Mathematics, depending on the candidate's expertise and qualifications. As an upper school (middle school) teacher, you will be responsible for planning and delivering engaging lessons, assessing student progress, and fostering a positive learning environment conducive to student success. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Upper School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.

- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

1. Curriculum Development and Lesson Planning:
    - Develop and implement comprehensive lesson plans that align with grade-level standards and objectives.
    - Create engaging and differentiated learning activities that cater to the diverse needs and learning styles of middle school students.
    - Integrate technology, literature, and real-world examples to enhance the relevance and depth of instruction.
2. Classroom Instruction:
    - Deliver clear and dynamic instruction in either ELA or Math concepts, depending on the subject area.
    - Utilize a variety of teaching strategies and instructional methods to promote critical thinking, problem-solving, and communication skills.
    - Foster a supportive and inclusive classroom environment where all students feel valued, respected, and motivated to learn.
3. Assessment and Progress Monitoring:
    - Assess student understanding and mastery of subject matter through formative and summative assessments.
    - Analyze assessment data to identify student strengths and areas for improvement, and adjust instruction accordingly.
    - Provide timely and constructive feedback to students to support their academic growth and achievement.
4. Classroom Management:
    - Establish and maintain a positive and orderly classroom environment conducive to learning.
    - Implement effective classroom management strategies to promote student engagement, participation, and cooperation.
    - Enforce classroom rules and expectations consistently and fairly, while also fostering a culture of mutual respect and accountability.
5. Parent and Community Communication:
    - Communicate regularly with parents/guardians regarding students' progress, performance, and behavior.
    - Collaborate with parents/guardians to support students' learning at home and address any concerns or questions.
    - Participate in parent-teacher conferences, school events, and community outreach activities as needed.
6. Professional Development:

- Participate in ongoing professional development opportunities to enhance teaching skills and stay current with best practices in education.
- Collaborate with colleagues to share resources, ideas, and instructional strategies for improving teaching and learning.
- Engage in reflective practice to evaluate and continuously improve teaching effectiveness.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ Bachelor's degree, Master's Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress) with appropriate content endorsement

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What grade level and/or content area do you prefer? Why?**
**3) What's your experience working in schools or with children?**
**4) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

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## POSITION OVERVIEW: EXPERT GUEST TEACHER

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Super Substitute is a full time position that will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of K-8 classrooms, depending on daily substitute needs.This role is intended to create additional time for teachers to plan and prepare for instruction within the school day, while their students continue learning from known, qualified members of the DAA/DP adult crew. The Super Substitute will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will have pre-scheduled coverage times in each of grades K-8 approximately 8 days monthly, across both school campuses. Other days, coverage may vary across any grade level. An ideal candidate for this role is confident teaching in grades 3-8, and thrives on a changing schedule. The Super Substitute will report to the Principal/Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Working with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and Detroit Prep
- Being supported by your peers, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Instruction**

- Lead high quality instruction. Instructional duties and roles will be discussed and mutually agreed upon by the Super Substitute and Lead Teacher.
- Instructional duties include: delivering whole-group lessons, working with small groups of students, working individually with students, assessing student learning, and assisting with the planning and preparation of classroom lessons and activities in any of grades K-8.
- Support the implementation of the ELEducation and Responsive Classroom models. Teachers at Detroit Prep and Detroit Achievement Academy are expected to commit to learning these models.
- Support our inclusion program by meeting the individual needs of students as specified in student IEPs and in plans developed and discussed when necessary for this role.
- Assume lead teacher responsibilities when a Lead Teacher is absent.

**Assessment/Accountability**

- Learn to administer schoolwide assessments and work with the Lead Teacher to complete assessments according to the school's schedule, as needed.
- Regularly analyze student data to improve instruction, ensure equity and make program recommendations and improvements, when needed.
- Provide coverage for lead teachers to perform these tasks as necessary

**Social Curriculum/School Culture**

- Implement the principles of the Responsive Classroom.
- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise.

**Collaboration, Collegiality and Professionalism**

- Provide coverage for grade level teams to plan for instruction as needed.
- Be on time for classes, duties, team meeting and professional development activities.
- Communicate about and plan for absences in advance with teaching partners and the Principal.
- Be welcoming to visitors.
- Collaborate and communicate with Lead Teachers and support staff as necessary

**Professional Development**

- Meet regularly with the Head of School and teaching team to reflect on progress and gain feedback.
- Observe in other classrooms to gain ideas and learn from other experienced educators.
- Participate in outside professional development activities to support school-wide and individual goals.
- Attend and participate in weekly professional development sessions held on Friday afternoons.
- (If applicable) Participate in Summer Professional Development, held two weeks in August before students return.

**Parent Communication and Involvement**

- Coordinate parent communication with the Lead Teacher and Head of School.
- Work with the Lead Teachers to keep parents informed and involve parent volunteers when necessary or applicable.

**Other Professional Responsibilities**

- Attend and participate in school events.
- Check voicemail and e-mail daily and respond promptly to requests from parents, administrators and colleagues.
- Lead the distribution and monitoring of lunch, recess and outdoor activities to ensure safety.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Prep and Detroit Achievement Academy.
- Bachelor's degree (required)
- A current teaching certificate (required)
- Strong technical skills (required)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What are your professional goals?**

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## POSITION DESCRIPTION: CREW LEADER (K, 1ST, 2ND, 3RD, 4TH, 5TH, 6TH, 7TH, 8TH GRADE)

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

The Crew Leader creates a nurturing and engaging learning environment for children in any of grades K-8. Responsibilities will include planning and delivering age-appropriate lessons, managing classroom behavior, assessing student progress, and fostering positive relationships with students, parents, and colleagues. Teachers work closely with educational standards, adapt curriculum to meet diverse needs, and use a variety of teaching strategies to support students' academic and social development. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Primary, Director of Elementary or Director of Upper School depending on grade level placement.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

1. Classroom Instruction:
    - Plan, prepare, and deliver age-appropriate lessons and activities in accordance with curriculum guidelines.
    - Create a positive and engaging learning environment that fosters students' academic and social development.
    - Utilize a variety of teaching methods and instructional strategies to accommodate diverse learning styles.
2. Curriculum Development:
    - Develop and implement lesson plans that align with educational standards and learning objectives.
    - Adapt curriculum to meet the needs and interests of individual students and the class as a whole.
    - Incorporate technology and hands-on activities to enhance learning experiences.
3. Student Assessment and Progress Monitoring:
    - Assess students' academic abilities and developmental levels through formal and informal methods.
    - Maintain accurate records of students' progress and performance.
    - Provide constructive feedback to students and parents/guardians on academic achievements and areas for improvement.
4. Classroom Management:
    - Establish and enforce clear rules and expectations for behavior.
    - Implement positive discipline techniques and strategies to manage classroom behavior effectively.
    - Foster a supportive and inclusive classroom community where all students feel respected and valued.
5. Parent and Community Engagement:
    - Communicate regularly with parents/guardians regarding students' progress, behavior, and classroom activities.
    - Collaborate with parents/guardians to support students' learning and development at home.
    - Participate in parent-teacher conferences, school events, and community outreach activities.
6. Professional Development:

- Participate in ongoing professional development opportunities to enhance teaching skills and stay current with best practices in early childhood education.
- Collaborate with colleagues and administrators to share ideas and resources for improving teaching and learning.

7. Health and Safety:
    - Ensure the safety and well-being of students at all times.
    - Follow health and safety protocols and procedures, including those related to emergencies, accidents, and illness.
    - Maintain a clean and organized classroom environment conducive to learning.
8. Special Education and Inclusion:
    - Provide support and accommodations for students with special needs or learning differences.
    - Collaborate with special education staff and other professionals to ensure the inclusion and success of all students in the classroom.
9. Professionalism and Ethical Standards:
    - Adhere to the code of ethics and standards of professional conduct for educators.
    - Demonstrate professionalism, integrity, and respect in all interactions with students, colleagues, parents/guardians, and community members.
10. Additional Duties:
    - Perform other duties as assigned by the school administration, such as attending staff meetings, serving on committees, or participating in school events.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
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- Childcare support reimbursement, up to $1,000 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ Bachelor’s degree, Master’s Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) Which grade level would you prefer (2nd, 3rd or 4th)? Why?**
**3) If you could choose a single subject (ELA or Math) to teach to that grade level all day, what would your preference be?**
**4) What's your experience working in schools or with children?**
**5) What are your professional goals?**

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## POSITION OVERVIEW: HIGH SCHOOL TRANSITION COORDINATOR

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Engage families, visitors, and other stakeholders as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a fast-paced environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

This position involves working primarily with the Head of School and Director of Upper School, and partially with the Executive Director, & Operations Teams supporting both schools. The High School Transition Coordinator will build relationships with all Upper School students and their families and support them in the process of selecting and preparing for high school. The High School Transition Coordinator works to guide our Upper School students and families as they navigate the high school application process. This position allows us to live out our mission of supporting all of our students' long-term goals with fidelity by helping them put their best foot forward. The hours of this position are typically Monday-Friday 7:45am-4pm, though this position will have several responsibilities outside of the standard work week given the nature of high school discovery, application and placement. The days and hours will vary for this position. This job description is meant to provide structure to the responsibilities and accountability of this position. There may be additional responsibilities assigned as the needs of students and of the school arise. The High School Transition Coordinator will report to the Director of Upper School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and

collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.

- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

**Student Development**

- Proactively works alongside the Upper School Team to support the creation of robust student portfolios
    - Manage and regularly update student data, examples of student work, etc. on internal database and digital portfolios
- Proactively helps students develop academic plans in accordance with their skills, talents and strengths
    - Assist students in evaluating interests abilities, skills and achievement
    - Assist students in goal setting based on academic, career and social/emotional data
- Proactively works alongside students and families to support in the high-school application process
    - Host at least one open informational session that summarizes the high-school options and application process
    - Hold at least one meeting with each Detroit Prep 6th grader and their family during end of year student-led conference time
    - Hold at least two meetings with each Detroit Prep 7th/8th grader and their family during fall and spring student-led conference time
    - Coordinate scholarship applications and processes to high-performing private schools (A Better Chance, etc.)
- Co-Lead Middle School Crew and Advisory
    - Create lessons and activities that supports student transition to high-school

**Community Partnerships**

- Actively build knowledge about all relevant high-school options for Detroit Prep students
- Build relationships with high-performing high-schools in the city, reaching out to the Executive Leadership Team for connections and introductions as needed
- Create helpful resources for families that clearly outline the high-school landscape and application process
    - Guide students and families to school or community resources for additional assistance and information

- Coordinate and lead high school visits for Detroit Prep students
- Coordinate community service opportunities and other enrichment activities to complement character development

**Other**

- Create and build strong relationships with each individual Detroit Prep student
    - Work to draw out their strengths
    - Have meaningful conversations about their hopes and dreams for their futures
    - Learn students' career objectives and other details so you can best serve them
- Support the Upper School Team as needed
- Support recess/lunch as an opportunity to build authentic relationships with students

**Collaboration, Collegiality and Professionalism**

- Meet at least bi-monthly with Executive Director
- Meet as requested with the Director of Upper School and/or Head of School
- Be on time for all duties, team meetings, and professional development activities according to specific schedule
- Communicate about and plan for absences in advance with the Head of School
- Seek to resolve conflicts with colleagues as soon as they arise
- Seek support from the Head of School or Executive Director when needed
- Be welcoming to all visitors, especially families

**Professional Development**

- Participate in select outside professional development activities (as determined by principal and/or Executive Director) to support school-wide and individual goals

**Other Professional Responsibilities**

- Attend and participate in all school events
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues
- Come prepared for all meetings and check--ins

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with partners, donors, students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop
- **Reflective attitude:** An ability to constantly reflect on personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Prep
- Bachelor's degree (required), Master's degree (preferred)
- Strong technical skills (required)
- Effective, clear written and oral communication skills
- Experience in project management, system implementation, and execution
- Proven emotional constancy—staying poised and positive under pressure
- Proven strong leadership skills—takes initiative and influences others
- Strong attention to detail

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to: careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: 3RD GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 3rd grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 3rd grade students on their campus. An ideal candidate for this role has experience teaching or leading 3rd grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Elementary and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 3RD GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 3rd Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 3rd Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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## POSITION OVERVIEW: KINDERGARTEN THROUGH 2ND GRADE ASSISTANT & SUBSTITUTE

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Engage families, visitors, and other stakeholders as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a startup environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

This position involves working primarily with kindergarten, 1st and 2nd grade classroom teachers and students, the Director of Primary, Head of School, and Office & Operations Managers. The hours of this position are from 7:45am to 4:00pm. This position will provide support to academic lead teachers with clerical tasks, behavior support, academic interventions, various operational duties, and substitute teaching coverage when lead teachers are absent. There may be additional responsibilities assigned by the classroom teachers, the Director of Primary or the Head of School as the needs of students and of the school arise. The K-2 Assistant and Substitute will report to the Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP:

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Working with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at DAA and DP
- Having extraordinarily high expectations for all students, staff, and faculty at DAA and DP

- Being supported by your peers, the Principal, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Student Information**

- Create, maintain, and update student data and cumulative files/records as requested (including attendance records)

**Communication**

- Consistently communicate in a timely, professional manner with staff, students and families as necessary

**School Operations**

- Supervise students during lunch and recess times according to an agreed upon schedule
- Provide substitute teaching coverage for Kindergarten, 1st and 2nd grades as needed

**Student Services**

- Administer basic first-aid, distribute medication, and maintain student injury reports
- Supervise small groups of scholars before school, after school, and during activities
- Provide academic support, individualized or small-group instruction as requested
- Provide social-emotional support and interventions as required

**Collaboration, Collegiality and Professionalism**

- Seek to resolve conflicts with colleagues as soon as they arise using the DAA and DP staff norms, seeking support from the Head of School when needed
- Make classrooms open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning

**Professional Development**

- Participate in professional development as needed or suggested by Director of Primary and/or Head of School
- Take all next steps from weekly check-ins with the Director of Primary or Head of School

**Other Professional Responsibilities**

- Attend and participate in school events. Teammates will be asked to attend at least two community meetings or events per year
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually

- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of DAA and DP
- Bachelor's degree (preferred),
- Strong technical skills (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with young children?**
**3) What are your professional goals?**

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## POSITION OVERVIEW: 5TH GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 5th grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction within the 5th grade classrooms. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 5th grade students on their campus. An ideal candidate for this role has experience teaching or leading 5th grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Upper and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 5TH GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 5th Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) and lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 5th Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: ELEMENTARY LITERACY SPECIALIST

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

We are seeking a passionate and dedicated Elementary Literacy Specialist to join our team. The ideal candidate will have a strong background in literacy instruction, curriculum development, and educational assessment. The Elementary Literacy Specialist will work closely with teachers, students, and families to enhance literacy skills and promote a culture of reading and writing excellence. This position reports directly to the Head of School, and works closely with the Student Support Team. This position would be responsible for delivering professional development and literacy coaching to teachers, providing academic support, intervention and enrichment to students, and supporting general school operations through various duties.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Working hard to provide results for our students
- Working directly with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at DAA and DP

- Having extraordinarily high expectations for all students, staff, and faculty at DAA and DP
- Being supported by your team
- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

- Coach and support teachers and staff in all things literacy, including:
    - The use of neuroscience-backed and research-based strategies in phonics/foundational Literacy Skills instruction (for K-3 teachers and staff). This may involve:
        - Leading professional development, book clubs, and Professional Learning Communities focused on the Science of Reading, State of Michigan's 10 Reading Essentials
        - Modeling and co-teaching Foundational Literacy Skills lessons
        - Co-planning Foundational Skills lessons with teachers
    - Using and navigating the EL Education Model to support students' reading comprehension, vocabulary, and writing skills (K-8 ELA). This may involve:
        - Co-planning modules with teachers, using EL or modifying/creating new units
        - Supporting with integration of Science, Social Studies, and Social Justice content and standards
        - Brainstorming authentic, beautiful, complex final products
        - Supporting with coordinating field studies and experts
        - Supporting teachers in facilitating final product creation with students (creating rubrics, feedback structures, pushing in/pulling out in product creation)
    - Supporting teachers in using formative assessment data to create and plan small group instruction, create centers (K-8 ELA)
    - Supporting all teachers in implementing writing across content areas (K-8)
- Support the school's most struggling readers
    - Provide 1-1 intervention to Tier 3 students who have already received small group intervention; targeting 2nd-3rd grade readers
    - Create, implement, and monitor Individual Reading Improvement Plans (IRIP) to align with Michigan's Third Grade Reading Law
    - Plan and create Read at Home programs and recommendations

- Support with schoolwide curriculum and assessment
    - Make recommendations for curriculum and assessment
    - Create and utilize early dyslexia screener
    - Prepare materials for assessment, support teachers and leadership team in administration of benchmark assessments (NWEA, Acadience, M-Step, etc.)
    - Create and provide upkeep for resource library for teachers (decodable texts, materials for small groups)
    - Apply for grants to receive funding for literacy resources
- Support schoolwide responsibilities and duties (i.e. Lunch/Recess/Dismissal/Crew Partners)
    - Lead schoolwide literacy-related events: Scholastic Book Fair, Spelling Bee, Family Reading Night, March is Reading Month, Kindergarten Round Up

## WHAT WE OFFER

- Competitive base salary
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- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with partners, donors, students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop.
- **Reflective attitude:** An ability to constantly reflect on personal areas of strength and growth. Ability to analyze data and make data-driven instructional decisions.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude.
- **Professional integrity:** A personal alignment with the values and ethical standards of DAA and DP.
- Bachelor's degree in Education or related field (Master's degree preferred)
- Valid teaching certification

- Minimum of 3 years of experience in elementary education, with a focus on literacy instruction
- Demonstrated expertise in literacy assessment, curriculum development, and instructional coaching

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to: careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**
**3) What are your professional goals?**

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**Detroit Achievement Academy** exists to provide a world-class, equitable education that will give a diverse group of students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers. The Detroit Achievement Academy District operates two school campuses: Detroit Achievement Academy (7000 W Outer Dr) and Detroit Prep (8411 Sylvester).

## POSITION OVERVIEW: SCIENCE LEAD TEACHER (GRADES 4-8)

"We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character." - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

In addition to the goals for all teachers, the Science Lead Teacher would also have the following responsibilities:

- **Curriculum Selection:** We are a growing school constantly working to improve and respond to students' needs. The Science Lead Teacher will collaborate with school leadership to determine the best Science curriculum to teach the Next Generation Science Standards to our K-8th grade students.
- **Collaboration**: Our work is collaborative, with collaborative teacher teams serving as a model for students. We believe strongly in the integration of all core content areas to make learning complex and authentic across subject areas. The Science Lead Teacher will be expected to collaborate with the general education team to create opportunities for students to connect their work in ELA and Math to their learning in Science. The Science Lead Teacher will be expected to collaborate and consult with teachers of all grade levels K-8 to help in science instruction, planning and assessment.

- **Instruction**: The Science Lead Teacher will plan for and teach 1 section each of 6th-8th grade Science along with advisory and crew.*

The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Upper School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## WHAT WE OFFER

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- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills

- ❏ Bachelor's degree, Master's Degree (preferred)
- ❏ Michigan Teacher Certification with an endorsement in Science (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What grade level and/or content area do you prefer? Why?**
**3) What's your experience working in schools or with children?**
**4) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Specific scheduling details are subject to change. Content area and grade band are to remain the same, but specific schedule details are dependent on school scheduling needs to be set prior to new staff orientation.*

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: SPECIALS TEACHER, GRADES K-8 (ART, MUSIC, PHYSICAL EDUCATION, OR FOREIGN LANGUAGE)

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Specials Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Specials Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Specials Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Specials Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

The Specials Teacher creates a nurturing, engaging, and enriching learning environment for elementary and middle-school aged children in a specific content area. Responsibilities will include planning and delivering age-appropriate lessons, managing classroom behavior, assessing student progress, and fostering positive relationships with students, parents, and colleagues. Specials teachers work closely with classroom teachers on educational standards, adapting curriculum to meet diverse needs, and using a variety of teaching strategies to support students' academic and social development. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences, Professional Development or various community events as requested by school administration or district leadership. This position reports directly to the Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in schools or with children?**

### 3) What are your professional goals?

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**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS ASSOCIATE (6:30AM - 2:30PM)

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School and Operations Manager. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Operations Associate will be responsible for basic custodial and operational tasks throughout the school day. The Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 6:30am - 2:30pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
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## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills and attention to detail
- ❑ Bachelor’s degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI |

courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- ➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- ➢ Uses 3Rs effectively, efficiently, and anonymously,
- ➢ Uses the least-invasive redirect to address developing behavior,
- ➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- ➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,
- ➢ Actively participates in school wide Community Crew whenever possible,
- ➢ Engages families and the community as successful partners, including ACE partners,
- ➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- ➢ >70% of families A/SA Detroit Prep values the diversity of our children.
- ➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -
- ➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,
- ➢ Leads or co-leads one or more school wide culture-building events and initiatives.

and the district SIS,
- ➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- ➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- ➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- ➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- ➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- ➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -
- ➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- ➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- ➢ Researches, compiles, implements, and provides feedback on best practices for meal service,
- ➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,
- ➢ Researches, compiles, implements, and provides feedback on technology,
- ➢ Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |

| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
|---|---|
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback). |

| | |
|---|---|
| | Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS MANAGER

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
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- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School. The primary responsibilities of this role include pupil accounting and compliance including enrollment and attendance, general front desk reception and security, parent and family communication, student records and other clerical tasks. The Operations Manager will be part of the Operations team, and will support teachers and students in a wide range of school operations tasks in any given day. The Operations Manager may be responsible for basic custodial and operational tasks throughout the school day. The Operations Manager's responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
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## WHAT WE OFFER

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- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
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- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school

- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
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**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and |

optimism, curiosity, and constant learning,
- ➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,
- ➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- ➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- ➢ Uses 3Rs effectively, efficiently, and anonymously,
- ➢ Uses the least-invasive redirect to address developing behavior,
- ➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- ➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,
- ➢ Actively participates in school wide Community Crew whenever possible,
- ➢ Engages families and the community as successful partners, including ACE partners,
- ➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- ➢ >70% of families A/SA Detroit Prep values the diversity of our children.
- ➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -
- ➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,
- ➢ Leads or co-leads one or more school wide culture-building events and initiatives.

High Quality Work

school leaders as appropriate,
- ➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),
- ➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,
- ➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- ➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- ➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- ➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- ➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- ➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -
- ➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- ➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- ➢ Researches, compiles, implements, and provides feedback on best practices for meal service,
- ➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,
- ➢ Researches, compiles, implements, and provides feedback on technology,
- ➢ Moves from one responsibility to the next faster than scheduled/planned.

Cycle of Inquiry

| | |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find |

| | |
|---|---|
| and priorities, and regularly access this information. | information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |




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## POSITION OVERVIEW: SPECIALS TEACHER, GRADES K-8 (ART, MUSIC, PHYSICAL EDUCATION, OR FOREIGN LANGUAGE)

"We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character." - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Specials Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Specials Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Specials Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Specials Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

The Specials Teacher creates a nurturing, engaging, and enriching learning environment for elementary and middle-school aged children in a specific content area. Responsibilities will include planning and delivering age-appropriate lessons, managing classroom behavior, assessing student progress, and fostering positive relationships with students, parents, and colleagues. Specials teachers work closely with classroom teachers on educational standards, adapting curriculum to meet diverse needs, and using a variety of teaching strategies to support students' academic and social development. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences, Professional Development or various community events as requested by school administration or district leadership. This position reports directly to the Head of School.

**Commented [1]:** new - for HoS review!

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ Bachelor's degree (required), Master's Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working in schools or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

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## POSITION OVERVIEW: SCHOOL SOCIAL WORKER

The School Social Worker at Detroit Achievement Academy and/or Detroit Prep is responsible for the social and emotional education of each student assigned to his or her caseload, and is responsible for working with students, parents, other teachers and staff, and the Principal toward achieving the mission and goals of Detroit Achievement Academy and Detroit Prep to maximize the time that students are learning and growing. The School Social Worker is responsible for ensuring all students with social and emotional needs receive a high quality education aligned with his/her personal goals both inside the general education classroom and through individualized instruction. The School Social Worker reports to the Head of School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Programs**

- Commit to a vision of child-centered, inquiry-based education that develops children in three areas of student achievement: mastery of knowledge and skills, development of positive habits of character, and the ability to produce high-quality work

- Have a strong understanding of the factors involved in overrepresentation of certain populations in Special Education and Social Work, and actively work to ensure fair, unbiased, and data-based referral, assessment, and identification practices
- Collaborate with Principal, and academic interventionists to ensure that RTI systems and Special Education systems are in service of all students
- Develop a school social work plan based on a school and community data analysis that highlights the social, emotional, behavioral, and mental health needs of the students within the jurisdiction of the school social worker
- Develop and deliver specialized instruction inside and outside the classroom during academic periods designed to help students meet grade-level standards and achieve personal learning goals
- Coordinate service times with all contractual Special Education employees, such as Speech and Occupational Therapists, and behavior and academic interventionists
- Coordinate IEP assessments with all contractual Special Education employees, such as Psychologists
- Develop IEPs for special education students that are in compliance with policies
- Ensure the records for each identified student are up to date and well-organized, and contain necessary progress notes and assessments
- Create a clear, up-to-date IEP and 504 at-a-glance sheet for each student on caseload (in collaboration with the Special Education Teacher when appropriate) to provide for lead teachers and support work toward IEP goals and implementation of accommodations and modifications in the general education setting
- Meet and plan at least bi-weekly with teachers who have students with IEPs and 504 plans for behavior in their crews to ensure consistency of program and curriculum implementation with accommodations and modifications
- Be open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning. Involve students in welcoming visitors and communicating about the program.

**Instruction**

- Support the implementation of the Expeditionary Learning and Responsive Classroom models. Staff members at Detroit Achievement Academy and Detroit Prep are expected to commit to learning these models.
- Ensure that instruction is effective and meets the needs of diverse learners; ensure lead teachers employ these techniques in the classroom through supportive and regular communication and modeling
- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise
- Structure an environment that is developmentally appropriate, student-centered, print-rich and well organized
- Instructional duties may include: working with small groups of students, working individually with students, assessing student learning, and assisting with the planning and preparation of classroom lessons and activities.
- Support our inclusion program by meeting the individual needs of students as specified in student IEPs and in plans developed and discussed.

**Assessment and Accountability**

- Modify assessments and support lead teachers in modifying classroom behavioral support for students with special needs
- Assess student progress against IEP or goals and use data to plan for instruction at regular intervals
- Support students with completing portfolios and meeting passage requirements
- Collaborate with staff and students to implement consistent structures and develop traditions
- Collaborate with teachers to develop quality formative assessments and progress monitoring practices
- Support teachers in the analysis of student achievement data and adapting instruction accordingly; ensures disaggregated data is analyzed to support DAA's vision of equitable education for all students

**Social Curriculum/School Culture**

- Embody Detroit Achievement Academy and Detroit Prep's norms, a commitment to holistically serving every child, and the highest standard of professionalism at all times as a leader and ambassador of the school
- Collaborate with the Leadership Teams in designing, refining, and consistently implementing school systems, discipline procedures, and communication pathways
- Support teachers in implementing clear classroom expectations and routines
- Ensure consistent implementation of classroom management practices across all grade levels and classrooms
- Collaborate with grade level teams in developing long term and daily crew plans
- Collaborate with Executive Director and the Leadership Team in supporting school wide community meetings
- Collaborate with teachers and school leadership on family conferences and Celebrations of Learning
- Partner with teachers in the creation of documentation panels
- Support routines and rituals in professional development meetings that build relational trust
- Support the use of Responsive Classroom school-wide
- Execute vision for schoolwide behavior and support all staff members toward that vision
- Meet regularly with DAA's social worker with the focus of supporting all students
- Foster student leadership, service and stewardship
- Seek to resolve conflicts with colleagues as soon as they arise using the DAA staff norms. Seek support from the Principal when needed.

**Professional Development**

- Participate in weekly Professional Development and contribute to sessions by sharing ideas and student work, offering feedback, and possibly facilitating some sessions or discussions when requested
- Participate in a two- or three-week summer professional development before students begin in the fall.

**Parent Involvement**

- Assist lead teachers in preparing students with IEPs and 504 plans for student led conferences with parents at least 3 times per year for the purpose of sharing assessments and student work and making recommendations. Support students in sharing work with their parents.
- Support parents in understanding the instructional approach at Detroit Achievement Academy and Detroit Prep through regular communication.

**Student Information/Records/Database**

- Attend and participate in school events. Team members will be asked to attend at least two community meetings or events per year.
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues.

- Supervise students during lunch and recess times according to an agreed upon schedule.
- Prepare for annual student file audits based on guidelines provided by RESA
- Ensure that all documents and information on file for students with IEPS is up to date, accurate, and confidential

## WHAT WE OFFER

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- Up to $500 annually in reimbursable Wellness Funds
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- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Master's Degree in Social Work (required)
- Social Work License (LLMSW or LMSW)
- State of Michigan Approval (full or temporary) in School Social Work (required)
- Clinical experience (preferred)
- Experience in an EL school or project based environment (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
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**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working in social work or with children?**
**3) What are your professional goals?**

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## POSITION OVERVIEW: SCIENCE LEAD TEACHER (GRADES 4-8)

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

In addition to the goals for all teachers, the Science Lead Teacher would also have the following responsibilities:

- **Curriculum Selection:** We are a growing school constantly working to improve and respond to students’ needs. The Science Lead Teacher will collaborate with school leadership to determine the best Science curriculum to teach the Next Generation Science Standards to our K-8th grade students.
- **Collaboration**: Our work is collaborative, with collaborative teacher teams serving as a model for students. We believe strongly in the integration of all core content areas to make learning complex and authentic across subject areas. The Science Lead Teacher will be expected to collaborate with the general education team to create opportunities for students to connect their work in ELA and Math to their learning in Science. The Science Lead Teacher will be expected to collaborate and consult with teachers of all grade levels K-8 to help in science instruction, planning and assessment.
- **Instruction**: The Science Lead Teacher will plan for and teach 1 section each of 6th-8th grade Science along with advisory and crew.*

The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Upper School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
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- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ Bachelor’s degree, Master’s Degree (preferred)
- ❑ Michigan Teacher Certification with an endorsement in Science (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to: careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What grade level and/or content area do you prefer? Why?**
**3) What's your experience working in schools or with children?**
**4) What are your professional goals?**

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**Specific scheduling details are subject to change. Content area and grade band are to remain the same, but specific schedule details are dependent on school scheduling needs to be set prior to new staff orientation.*




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## POSITION OVERVIEW: 6TH GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 6th grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction within the 6th grade classrooms. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 6th grade students on their campus. An ideal candidate for this role has experience teaching or leading 6th grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Upper and Head of School.

**Commented [1]:** could we add "within the classroom" or "alongside the crew leader" or something that just drives the stay with the crew always point home?

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.

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- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 6TH GRADE GRADE LEVEL SPECIALIST

"We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character." - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 6th Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) and lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

**Commented [2]:** love

## WHAT WE OFFER

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- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually

- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 6th Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

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**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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## POSITION OVERVIEW: OPERATIONS MANAGER

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School. The primary responsibilities of this role include pupil accounting and compliance including enrollment and attendance, general front desk reception and security, parent and family communication, student records and other clerical tasks. The Operations Manager will be part of the Operations team, and will support teachers and students in a wide range of school operations tasks in any given day. The Operations Manager may be responsible for basic custodial and operational tasks throughout the school day. The Operations Manager's responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school

- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members, | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration |

- Approaches challenges with a sense of optimism, curiosity, and constant learning,
- Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,
- Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- Uses 3Rs effectively, efficiently, and anonymously,
- Uses the least-invasive redirect to address developing behavior,
- Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- Uses the trauma-informed best practices outlined in our Behavior Tiers,
- Actively participates in school wide Community Crew whenever possible,
- Engages families and the community as successful partners, including ACE partners,
- >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- >70% of families A/SA Detroit Prep values the diversity of our children.
- >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -

- Leads or co-leads one or more school wide Community Crew or Community Meeting,
- Leads or co-leads one or more school wide culture-building events and initiatives.

with crew leaders, Social Workers, and school leaders as appropriate,

- Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),
- Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,
- Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -

- Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- Researches, compiles, implements, and provides feedback on best practices for meal service,
- Researches, compiles, implements, and provides feedback on uniforms and supplies,
- Researches, compiles, implements, and provides feedback on technology,
- Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and |

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| with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS & FACILITIES MANAGER (9:00 am - 5:00 pm)

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Chief Operations Officer (COO). The primary responsibilities of this role include facility and property management, breakfast and lunch service oversight and ordering, and on-site operations supervision. The Operations Manager will be responsible for basic custodial and operational tasks throughout the school day. The responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 9:00 - 5:00 daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## PRIMARY RESPONSIBILITIES

**Facilities**

- Manage all school-affiliated facilities and properties
    - Manage facility maintenance, cleaning and systems to maintain beautiful spaces
    - Coordinate and monitor landscaping, snow removal and other property management contracts
    - Assist with coordination of ongoing construction or building-related projects
    - Maintain compliance with all occupancy guidelines and requirements
- Maintain safety and security of all facilities
    - Serve as on-call contact for all fire, security and safety monitoring for all facilities
    - Responsible for alarm systems, key systems, gates and locks at all facilities
    - Know and deeply understand all school safety programs including school-based Emergency Operations Plans and emergency drill logs

**General Maintenance**

- Maintain school facilities and equipment by performing general maintenance tasks (including but not limited to basic plumbing, furniture construction and repair, basic carpentry)
- Respond to teacher and staff facility and maintenance reports urgently, with detailed care and consideration for spaces and student learning

**Food Service**

- Help to maintain a compliant and comprehensive food service program by ensuring kitchen and meal spaces are up to safe service standards

- Maintain service and maintenance logs for all kitchen equipment according to national, state and local standards
- Work with COO to fulfill reporting and training requirements

**Partnerships**
- Assist and interact with volunteers when needed, specifically when it pertains to facilities
- Assist with coordination of Field Studies, After Care and Enrichment and extracurricular experiences as directed by the COO

**Grants and Financials**
- Manage facility, supply or transportation-related grants as requested by the Chief Operating Officer
- Maintain detailed financial records of all facility and transportation related income and expenditures as required
- Adhere to budgeted expectations for facilities and transportation
- Assist with supply and asset inventory when it relates to facilities, student uniforms, supplies, technology, and transportation

**Collaboration, Collegiality and Professionalism**
- Meet at least bi-weekly with the COO
- Coordinate daily to-do's and schedule with COO
- Meet as requested with the Chief Operating Officer, Head of School, Leadership Teams or Network Team
- Be on time for all duties, team meetings, and professional development activities according to specific schedule
- Communicate about and plan for absences in advance with the Chief Operating Officer
- Seek to resolve conflicts with colleagues as soon as they arise
- Seek support from the Director of Operations, Chief Operating Officer, Executive Director or Head of School when needed
- Be welcoming to all visitors, especially families

**Professional Development**
- Participate in select outside professional development activities (as determined by Chief Operating Officer or Executive Director) to support school wide and individual goals

**Other Professional Responsibilities**
- Attend and participate in school events
- Check voicemail and email daily and respond promptly to requests from colleagues
- Come prepared for all meetings and check--ins
- Assist as needed with any unplanned logistical and operational needs of the schools

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds

- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with partners, donors, students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop
- **Reflective attitude:** An ability to constantly reflect on personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of DAA and DP
- Experience in Facility Management (required)
- Strong technical skills, mechanical skills and basic repair skills (strongly preferred)
- Skilled handyperson, proficient in basic tools and power tools (strongly preferred)
- Education experience or experience in school facilities (preferred)
- Ability to work on your feet most of the time, and lift up to 50 lbs (preferred)
- Driver's license, CDL or bus driver credentials (a plus)
- Effective, clear written and oral communication skills
- Experience in project management, system implementation, and execution
- Proven emotional constancy—staying poised and positive under pressure
- Proven strong leadership skills—takes initiative and influences others
- Exceptional and consistent attention to detail
- Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- Outstanding emotional intelligence, communication, and interpersonal skills
- Strong technical and organizational skills and attention to detail
- Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**

**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
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| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,<br>➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,<br>➢ Uses 3Rs effectively, efficiently, and anonymously,<br>➢ Uses the least-invasive redirect to address | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,<br>➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)<br>➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,<br>➢ Monitors, tracks, and facilitates storage and |

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| developing behavior,<br>➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,<br>➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,<br>➢ Actively participates in school wide Community Crew whenever possible,<br>➢ Engages families and the community as successful partners, including ACE partners,<br>➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.<br>➢ >70% of families A/SA Detroit Prep values the diversity of our children.<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)<br><br>Exemplary: All of the criteria above, and -<br>➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,<br>➢ Leads or co-leads one or more school wide culture-building events and initiatives. | repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,<br>➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),<br>➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),<br>➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),<br><br>Exemplary: All of the criteria above, and -<br>➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,<br>➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,<br>➢ Researches, compiles, implements, and provides feedback on best practices for meal service,<br>➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,<br>➢ Researches, compiles, implements, and provides feedback on technology,<br>➢ Moves from one responsibility to the next faster than scheduled/planned. |
| High Quality Work | Cycle of Inquiry |
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |

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| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership, |

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| | ➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: 5TH GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 5th grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction within the 5th grade classrooms. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 5th grade students on their campus. An ideal candidate for this role has experience teaching or leading 5th grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Upper and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 5TH GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 5th Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) and lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 5th Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: DIRECTOR OF ELEMENTARY (GRADES 2-4)

The Director of Elementary (Grades 2, 3, 4) serves as a pivotal leader within our school, specifically focused on the development and success of students in grades 2 through 4. This role is analogous to an Assistant Principal, with a specialized focus on the elementary years. The Director of Elementary will collaborate closely with the Principal to support, develop, and oversee the instructional program, school culture, and operational systems for these grade levels. The ideal candidate is dedicated to the holistic development of students, ensuring that academic excellence is paired with strong social-emotional growth, and is committed to fostering an inclusive, supportive, and engaging learning environment.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY AND DETROIT PREP

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Instructional Leadership:**

- Lead and support teachers in grades 2, 3, and 4 in developing and implementing rigorous, engaging, and student-centered instruction that aligns with the school's curriculum and educational philosophy.

- Conduct regular classroom observations and provide actionable feedback to teachers, focusing on enhancing instructional quality and classroom management.
- Model best practices in teaching, facilitate professional development sessions, and lead collaborative planning sessions that are tailored to the unique needs of elementary students.
- Ensure that curriculum resources are diverse and inclusive, meeting the needs of all learners, and that instructional strategies are effectively differentiated to support every student.

**School Culture and Climate:**

- Foster a positive, nurturing school culture that promotes the social-emotional well-being and academic success of all students in grades 2 through 4.
- Work closely with teachers to establish and maintain consistent classroom routines, expectations, and behavior management practices that align with the school's values and discipline policies.
- Build strong relationships with students, parents, and staff, serving as a key point of contact for any concerns or issues within the elementary grades.

**Curriculum and Assessment:**

- Oversee the alignment and implementation of curriculum across grades 2, 3, and 4, ensuring consistency and coherence in instructional practices.
- Support teachers in developing and utilizing formative and summative assessments to monitor student progress, inform instruction, and drive academic achievement.
- Lead the analysis of student achievement data in the elementary grades, collaborating with teachers to adjust instruction and implement interventions that support student success.

**Family and Community Engagement:**

- Maintain strong communication with families, providing regular updates on student progress and involving them in their child's education.
- Organize and lead parent-teacher conferences for grades 2 through 4, ensuring productive, collaborative discussions aimed at supporting student growth.
- Engage with the broader school community, participating in school-wide events, meetings, and initiatives that enrich the educational experience for elementary students.

**Professional Development:**

- Work with the Principal and school leadership team to design and deliver targeted professional development for teachers in grades 2, 3, and 4, aligned with school goals and student needs.
- Promote a culture of continuous improvement among staff, encouraging the use of data, reflection, and collaboration to enhance teaching practices.
- Mentor and support the professional growth of elementary teachers, providing regular coaching, feedback, and opportunities for leadership development.

**Administrative Duties:**

- Assist in the development and management of schedules, including class schedules, special subject rotations, and other operational logistics to ensure the smooth functioning of the elementary grades.
- Collaborate with the school's leadership team on matters related to safety, discipline, and student services, ensuring consistency and alignment across the school.
- Participate in the hiring and onboarding processes for elementary grade staff, ensuring the selection of highly qualified and committed educators.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families

- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Master's Degree in Education, Elementary Education or Educational Leadership (preferred)
- State of Michigan Administrative Credential (required)
- Experience in an EL school or project based environment (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at DAA or Detroit Prep?**
**2) What's your experience working in social work or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: 2ND GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 2nd grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 2nd grade students on their campus. An ideal candidate for this role has experience teaching or leading 2nd grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Elementary and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 2ND GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 2nd Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 2nd Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: SUBSTITUTE OPERATIONS ASSOCIATE

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Chief Operating Officer and Operations and Facility Manager. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Substitute Operations Associate will be responsible for basic custodial and operational tasks throughout the school day on an as-needed basis. The Substitute Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, on an as-needed basis. **The hours may vary based on need.**

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
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- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base hourly pay - $20-$25 per hour (depending on experience)
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year
- *The above listed offerings are contingent upon full-time employment but may be available on a prorated basis to part time employees.*

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school

- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members, | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration |

- Approaches challenges with a sense of optimism, curiosity, and constant learning,
- Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,
- Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- Uses 3Rs effectively, efficiently, and anonymously,
- Uses the least-invasive redirect to address developing behavior,
- Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- Uses the trauma-informed best practices outlined in our Behavior Tiers,
- Actively participates in school wide Community Crew whenever possible,
- Engages families and the community as successful partners, including ACE partners,
- >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- >70% of families A/SA Detroit Prep values the diversity of our children.
- >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -

- Leads or co-leads one or more school wide Community Crew or Community Meeting,
- Leads or co-leads one or more school wide culture-building events and initiatives.

with crew leaders, Social Workers, and school leaders as appropriate,

- Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),
- Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,
- Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -

- Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- Researches, compiles, implements, and provides feedback on best practices for meal service,
- Researches, compiles, implements, and provides feedback on uniforms and supplies,
- Researches, compiles, implements, and provides feedback on technology,
- Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and |

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| with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS MANAGER (Reception & Pupil Accounting) 7:00am - 3:00pm

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Chief Operations Officer (COO). The primary responsibilities of this role include pupil accounting and compliance including enrollment and attendance, general front desk reception and security, parent and family communication, student records and other clerical tasks. The Operations Manager will be part of the Operations team, and will support teachers and students in a wide range of school operations tasks in any given day. The Operations Manager may be responsible for basic custodial and operational tasks throughout the school day, including lunch service as needed. The Operations Manager's responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:00 - 3:00pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students

- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## PRIMARY RESPONSIBILITIES

- Breakfast preparation, service, and cleanup
- Enrollment
- Student accounting
- PowerSchool

**Collaboration, Collegiality and Professionalism**

- Meet at least bi-weekly with the COO
- Coordinate daily to-do's and schedule with COO
- Meet as requested with the Chief Operating Officer, Head of School, Leadership Teams or Network Team
- Be on time for all duties, team meetings, and professional development activities according to specific schedule
- Communicate about and plan for absences in advance with the Chief Operating Officer
- Seek to resolve conflicts with colleagues as soon as they arise
- Seek support from the Director of Operations, Chief Operating Officer, Executive Director or Head of School when needed
- Be welcoming to all visitors, especially families

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

| Culture & Character | Mastery of Knowledge and Skills |
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| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,<br>➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,<br>➢ Uses 3Rs effectively, efficiently, and anonymously,<br>➢ Uses the least-invasive redirect to address developing behavior,<br>➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,<br>➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,<br>➢ Actively participates in school wide Community Crew whenever possible,<br>➢ Engages families and the community as successful partners, including ACE partners,<br>➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.<br>➢ >70% of families A/SA Detroit Prep values | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,<br>➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)<br>➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,<br>➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,<br>➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),<br>➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),<br>➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of |

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| the diversity of our children.<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)<br><br>Exemplary: All of the criteria above, and -<br>➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,<br>➢ Leads or co-leads one or more school wide culture-building events and initiatives. | replying personally),<br><br>Exemplary: All of the criteria above, and -<br>➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,<br>➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,<br>➢ Researches, compiles, implements, and provides feedback on best practices for meal service,<br>➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,<br>➢ Researches, compiles, implements, and provides feedback on technology,<br>➢ Moves from one responsibility to the next faster than scheduled/planned. |
| High Quality Work | Cycle of Inquiry |
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary), | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student |

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| ➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: SUBSTITUTE OPERATIONS ASSOCIATE

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Chief Operating Officer and Operations and Facility Manager. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Substitute Operations Associate will be responsible for basic custodial and operational tasks throughout the school day on an as-needed basis. The Substitute Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, on an as-needed basis.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base hourly pay - $20-$25 per hour (depending on experience)
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year
- *The above listed offerings are contingent upon full-time employment but may be available on a prorated basis to part time employees.*

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills

- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
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| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, |

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| engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,<br>➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,<br>➢ Uses 3Rs effectively, efficiently, and anonymously,<br>➢ Uses the least-invasive redirect to address developing behavior,<br>➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,<br>➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,<br>➢ Actively participates in school wide Community Crew whenever possible,<br>➢ Engages families and the community as successful partners, including ACE partners,<br>➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.<br>➢ >70% of families A/SA Detroit Prep values the diversity of our children.<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)<br><br>Exemplary: All of the criteria above, and -<br>➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,<br>➢ Leads or co-leads one or more school wide culture-building events and initiatives. | enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,<br>➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)<br>➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,<br>➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,<br>➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),<br>➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),<br>➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),<br><br>Exemplary: All of the criteria above, and -<br>➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,<br>➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,<br>➢ Researches, compiles, implements, and provides feedback on best practices for meal service,<br>➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,<br>➢ Researches, compiles, implements, and provides feedback on technology,<br>➢ Moves from one responsibility to the next faster than scheduled/planned. |
| High Quality Work | Cycle of Inquiry |
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and |

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| that matters? | drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information, |

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| | ➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS ASSOCIATE (7:45 am - 4:00 pm)

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Chief Operating Officer and Director of Operations and Facilities. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Operations Associate will be responsible for basic custodial and operational tasks throughout the school day. The Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 9:30am - 5:30pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,000 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills

- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## PRIMARY RESPONSIBILITIES

Facility and Property Management:

- Maintain a clean and organized school environment through daily custodial duties, including trash removal before, during, and after meals.
- Conduct daily and weekly facility maintenance tasks, following the structured schedule:
    - **Monday** – Wall cleaning (marks, scuffs, and general upkeep)
    - **Tuesday** – Window cleaning (interior and exterior)
    - **Wednesday** – Deep cleaning of teacher lounge (sinks, fridges, microwaves, and common areas)
    - **Thursday** – Exterior maintenance (grounds check, trash removal, entryway cleaning)
    - **Friday** – Floor maintenance (gym floor, tape removal, gum, stains, and deep cleaning as needed)
- Perform building walkthroughs to identify facility and maintenance issues and communicate needs to the overnight custodial team.
- Ensure all maintenance requests are addressed promptly.

Student Meal Service & Cafeteria Maintenance:

- Assist in student breakfast and lunch preparation and service.
- Ensure kitchen and cafeteria areas are maintained in a clean and sanitary condition.
- Oversee cafeteria close-out, including dishwashing and trash disposal.
- Distribute FFVP & Healthy Meals Learning Materials, if applicable.

Student Dismissal & Transportation Support:

- Coordinate student dismissal, ensuring teachers are informed about who should be dismissed to buses and after-school activities.
- Track afternoon bus departures and ensure students are on the correct transportation routes.
- Support students with afternoon bus issues and coordinate with families as needed.
- Oversee student late pickups, communicate with families, and manage invoicing for extended care when applicable.

Operations & Inventory Management:

- Manage school uniform inventory, ordering, and distribution.
- Oversee supply management, ensuring adequate materials are available and restocked.
- Handle package intake and distribution, ensuring deliveries are routed appropriately.

End-of-Day Responsibilities:

- Perform building security checks, ensuring all students have left the premises and no unauthorized individuals remain.

- Lock gates, check all windows for closure, and set/check alarms.

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
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| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, |

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| engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,<br>➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,<br>➢ Uses 3Rs effectively, efficiently, and anonymously,<br>➢ Uses the least-invasive redirect to address developing behavior,<br>➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,<br>➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,<br>➢ Actively participates in school wide Community Crew whenever possible,<br>➢ Engages families and the community as successful partners, including ACE partners,<br>➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.<br>➢ >70% of families A/SA Detroit Prep values the diversity of our children.<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)<br><br>Exemplary: All of the criteria above, and -<br>➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,<br>➢ Leads or co-leads one or more school wide culture-building events and initiatives. | enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,<br>➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)<br>➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,<br>➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,<br>➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),<br>➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),<br>➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),<br><br>Exemplary: All of the criteria above, and -<br>➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,<br>➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,<br>➢ Researches, compiles, implements, and provides feedback on best practices for meal service,<br>➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,<br>➢ Researches, compiles, implements, and provides feedback on technology,<br>➢ Moves from one responsibility to the next faster than scheduled/planned. |
| High Quality Work | Cycle of Inquiry |
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on |

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| passion for exploring that inspires high-quality work that matters? | quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events |

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| information. | and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: DIRECTOR OF PRIMARY (K-1)

The Director of Primary (Kindergarten and 1st Grade) serves as an essential leader within our school, specifically focused on the youngest grades. This role mirrors that of an Assistant Principal but is concentrated solely on Kindergarten and 1st Grade. The Director of Primary will work closely with the Principal to support, develop, and oversee the instructional program and school environment for these critical early learning years. The ideal candidate is passionate about early childhood education, deeply invested in the academic and social-emotional development of young children, and committed to fostering a nurturing, inclusive, and academically rigorous environment.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY AND DETROIT PREP

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Instructional Leadership:**

- Lead and support Kindergarten and 1st Grade teachers in developing and implementing high-quality, child-centered, inquiry-based instruction that aligns with the school's curriculum and educational philosophy.

- Observe classroom instruction regularly, providing actionable feedback and coaching to teachers to improve instructional practices and classroom management.
- Model exemplary teaching practices and facilitate professional development sessions focused on early childhood education, literacy, and other key areas.
- Ensure curriculum resources reflect the diversity of the student population and meet the needs of all learners, including those requiring differentiated instruction.

**School Culture and Climate:**

- Cultivate a positive, safe, and supportive school culture that promotes the social-emotional well-being and academic success of all students in Kindergarten and 1st Grade.
- Collaborate with teachers to develop and implement classroom routines, expectations, and behavior management strategies that are consistent with the school's values and Responsive Classroom approach.
- Foster strong relationships with students, parents, and staff, acting as a key point of contact for any concerns or issues within the primary grades.

**Curriculum and Assessment:**

- Oversee the development and alignment of curriculum and instructional practices across Kindergarten and 1st Grade to ensure consistency and coherence.
- Support teachers in the creation and use of formative and summative assessments to monitor student progress and inform instruction.
- Lead the analysis of student achievement data in the primary grades, working with teachers to adapt instruction and interventions as needed to support all students' success.

**Family and Community Engagement:**

- Maintain open lines of communication with families, keeping them informed about their child's progress and school events.
- Organize and lead parent-teacher conferences, ensuring a collaborative approach to supporting student growth.
- Engage with the broader school community, including participating in school-wide events, meetings, and initiatives that enhance the primary grades' educational experience.

**Professional Development:**

- Collaborate with the Principal and other school leaders to design and deliver ongoing professional development for primary grade teachers, tailored to their specific needs and the needs of their students.
- Encourage and support a culture of continuous improvement among staff, promoting the use of data, reflection, and collaboration to enhance teaching and learning.
- Mentor and support the professional growth of Kindergarten and 1st Grade teachers, including through regular coaching, feedback, and goal setting.

**Administrative Duties:**

- Assist with the development and management of schedules, including classroom schedules, special subject rotations, and other logistics to ensure the smooth operation of the primary grades.
- Coordinate with the school's leadership team on matters related to safety, discipline, and student services, ensuring a cohesive and supportive approach across the school.
- Participate in hiring and onboarding processes for primary grade staff, ensuring the recruitment of highly qualified and dedicated educators.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually

- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Master's Degree in Education, Early Childhood Education, or Educational Leadership (preferred)
- State of Michigan Administrative Credential (required)
- Experience in an EL school or project based environment (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at DAA or Detroit Prep?**
**2) What's your experience working in social work or with children?**
**3) What are your professional goals?**

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**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: KINDERGARTEN THROUGH 2ND GRADE ASSISTANT & SUBSTITUTE

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Engage families, visitors, and other stakeholders as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a startup environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

This position involves working primarily with kindergarten, 1st and 2nd grade classroom teachers and students, the Director of Primary, Head of School, and Office & Operations Managers. The hours of this position are from 7:45am to 4:00pm. This position will provide support to academic lead teachers with clerical tasks, behavior support, academic interventions, various operational duties, and substitute teaching coverage when lead teachers are absent. There may be additional responsibilities assigned by the classroom teachers, the Director of Primary or the Head of School as the needs of students and of the school arise. The K-2 Assistant and Substitute will report to the Head of School.

**Commented [1]:** If this person is also providing coverage for teachers for additional planning/prep time (similar to the super sub role in 3-8), that might be helpful to spell out here too?

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY:

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Working with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at DAA and DP

- Having extraordinarily high expectations for all students, staff, and faculty at DAA and DP
- Being supported by your peers, the Principal, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Student Information**

- Create, maintain, and update student data and cumulative files/records as requested (including attendance records)

**Communication**

- Consistently communicate in a timely, professional manner with staff, students and families as necessary

**School Operations**

- Supervise students during lunch and recess times according to an agreed upon schedule
- Provide substitute teaching coverage for Kindergarten, 1st and 2nd grades as needed

**Student Services**

- Administer basic first-aid, distribute medication, and maintain student injury reports
- Supervise small groups of scholars before school, after school, and during activities
- Provide academic support, individualized or small-group instruction as requested
- Provide social-emotional support and interventions as required

**Collaboration, Collegiality and Professionalism**

- Seek to resolve conflicts with colleagues as soon as they arise using the DAA and DP staff norms, seeking support from the Head of School when needed
- Make classrooms open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning

**Professional Development**

- Participate in professional development as needed or suggested by Director of Primary and/or Head of School
- Take all next steps from weekly check-ins with the Director of Primary or Head of School

**Other Professional Responsibilities**

- Attend and participate in school events. Teammates will be asked to attend at least two community meetings or events per year
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually

- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of DAA and DP
- Bachelor's degree (preferred),
- Strong technical skills (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with young children?**
**3) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*




**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: OPERATIONS AND FACILITIES MANAGER (6:30AM - 2:30PM)

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Chief Operating Officer. The primary responsibilities of this role include facility and property management and oversight, student breakfast preparation and service, and student lunch preparation and service. The Operations and Facilities Manager is responsible for ensuring the efficient and safe operation of the school's facilities. This role encompasses overseeing daily maintenance, managing security protocols, coordinating meal services, and supervising operational staff to maintain a conducive learning environment. The Operations and Facility Manager responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 6:30am - 2:30pm daily, with some responsibilities and working hours during school breaks.

## CORE RESPONSIBILITIES OF THE OPERATIONS AND FACILITY MANAGER (6:30am - 2:30p)

**Facility Management:**

- **Opening Procedures:** Unlock and open all gates and buildings; perform a comprehensive safety and security walkthrough, noting HVAC settings, custodial readiness, and supply levels in restrooms.
- **Maintenance Oversight:** Inspect for any facility issues, including broken glass, misplaced technology, or mechanical room alarms; address and rectify noted concerns promptly.
- **Environmental Control:** Monitor and adjust building systems to ensure optimal comfort and functionality.

**Safety and Security:**

- **Morning Inspections:** Conduct thorough checks of the premises, including playground equipment, parking areas, and exterior lighting; ensure all areas are free from hazards.
- **Snow and Trash Management:** Oversee snow removal, salting of walkways, and exterior trash pickup to maintain cleanliness and safety.
- **Security Protocols:** Ensure all spaces are secured or accessible as needed; return areas to their designated setups after use.

**Meal Service Coordination:**

- **Breakfast Preparation:** Activate kitchen equipment, verify refrigerator temperatures, and prepare breakfast items, including produce and hot meals.
- **Service Management:** Oversee the serving of breakfast, ensuring timely and efficient service to students.
- **Post-Meal Procedures:** Clean dining areas, turn off equipment, wash trays, and reset the kitchen for subsequent use.
- **Procurement**: Weekly meal ordering, oversee daily inventory and food intake from vendor, compliant tallying and reporting for state and federal meals funding

**Transportation Liaison:**

- **Bus Coordination:** Monitor bus schedules to ensure timely arrivals; communicate promptly with families regarding any delays or issues.
- **Car Line Supervision:** Inspect and manage the car line area to ensure a smooth and safe drop-off process.

**Operational Management, Oversight and Support:**

- **Staff Assistance:** Prepare teacher workrooms, check and maintain copy machines, and ensure all necessary supplies are available.
- **Staff Assistance:** Oversee the operational team to ensure the instructional team is fully supported to focus on their daily business of educating students and keeping students safe
- **Project Management:** Allocate time for, delegate, perform and oversee specific tasks, including form checks, supply organization, and equipment maintenance, following a structured weekly schedule.
- **Team Coordination:** Lead daily/weekly huddles and meetings as needed. These huddles may be to assign lunch service tasks, communicate upcoming plans clearly, and/or ensure team alignment.
- **Team Performance, Feedback and Support Cycles:** Participate in weekly or bi-weekly one-on-one meetings with members of the operations team to ensure teammates are afforded opportunities to learn, grow, give and receive feedback or request support.

**Vendors (Cleaning, Maintenance, Landscaping, etc):**

- **Communication:** with vendors regarding any and all contract-related issues

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- **Consistency and Accountability:** Ensure vendors' work meets the high standards of the District and work to repair any issues quickly and efficiently
- **Contract Monitoring:** Communicate openly with COO, Executive Director, and any school-based teams as needed as it relates to vendor relationships

**Administrative Duties:**

- **Front Desk Coverage:** Provide support during designated times, addressing inquiries and assisting visitors as needed.
- **Inventory Management:** Oversee the intake, acceptance, and storage of meal and supply deliveries; report discrepancies to vendors promptly. As well as fiscal reporting and tracking of purchase orders.
- **Package Handling:** Manage the delivery and distribution of packages, ensuring items reach their intended recipients efficiently.

**Closing Procedures:**

- **Facility Checks:** Conduct final inspections to ensure all tasks are completed, areas are tidy, and preparations for the next day are in place.
- **Security Measures:** Secure all entrances, verify that all equipment is turned off, and ensure the facility is ready for the next operational day.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

"We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character." - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary

- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Proficiency with email, calendar and various web-based applications (primarily Google Suite)
- ❑ Strong technical and organizational skills and attention to detail, ability to multitask
- ❑ Ability to perform physical tasks, including lifting and operating maintenance equipment
- ❑ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,<br>➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,<br>➢ Uses 3Rs effectively, efficiently, and anonymously,<br>➢ Uses the least-invasive redirect to address developing behavior,<br>➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,<br>➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,<br>➢ Actively participates in school wide Community Crew whenever possible,<br>➢ Engages families and the community as successful partners, including ACE partners,<br>➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community. | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,<br>➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)<br>➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,<br>➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,<br>➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),<br>➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),<br>➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team |

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| ➢ >70% of families A/SA Detroit Prep values the diversity of our children.<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)<br><br>Exemplary: All of the criteria above, and -<br>➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,<br>➢ Leads or co-leads one or more school wide culture-building events and initiatives. | member best equipped to respond <u>instead of replying personally</u>),<br><br>Exemplary: All of the criteria above, and -<br>➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,<br>➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,<br>➢ Researches, compiles, implements, and provides feedback on best practices for meal service,<br>➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,<br>➢ Researches, compiles, implements, and provides feedback on technology,<br>➢ Moves from one responsibility to the next faster than scheduled/planned. |
| High Quality Work | Cycle of Inquiry |
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks) |

| | |
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| communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | ➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |




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## POSITION OVERVIEW: HIGH SCHOOL TRANSITION COORDINATOR

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Engage families, visitors, and other stakeholders as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a fast-paced environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

This position involves working primarily with the Head of School and Director of Upper School, and partially with the Executive Director, & Operations Teams supporting both schools. The High School Transition Coordinator will build relationships with all Upper School students and their families and support them in the process of selecting and preparing for high school. The High School Transition Coordinator works to guide our Upper School students and families as they navigate the high school application process. This position allows us to live out our mission of supporting all of our students' long-term goals with fidelity by helping them put their best foot forward. The hours of this position are typically Monday-Friday 7:45am-4pm, though this position will have several responsibilities outside of the standard work week given the nature of high school discovery, application and placement. The days and hours will vary for this position. This job description is meant to provide structure to the responsibilities and accountability of this position. There may be additional responsibilities assigned as the needs of students and of the school arise. The High School Transition Coordinator will report to the Director of Upper School.

**Commented [1]:** is this true?

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

**Student Development**

- Proactively works alongside the Upper School Team to support the creation of robust student portfolios
    - Manage and regularly update student data, examples of student work, etc. on internal database and digital portfolios
- Proactively helps students develop academic plans in accordance with their skills, talents and strengths
    - Assist students in evaluating interests abilities, skills and achievement
    - Assist students in goal setting based on academic, career and social/emotional data
- Proactively works alongside students and families to support in the high-school application process
    - Host at least one open informational session that summarizes the high-school options and application process
    - Hold at least one meeting with each Detroit Prep 6th grader and their family during end of year student-led conference time
    - Hold at least two meetings with each Detroit Prep 7th/8th grader and their family during fall and spring student-led conference time
    - Coordinate scholarship applications and processes to high-performing private schools (A Better Chance, etc.)
- Co-Lead Middle School Crew and Advisory
    - Create lessons and activities that supports student transition to high-school

**Community Partnerships**

- Actively build knowledge about all relevant high-school options for Detroit Prep students
- Build relationships with high-performing high-schools in the city, reaching out to the Executive Leadership Team for connections and introductions as needed
- Create helpful resources for families that clearly outline the high-school landscape and application process

    - Guide students and families to school or community resources for additional assistance and information
- Coordinate and lead high school visits for Detroit Prep students
- Coordinate community service opportunities and other enrichment activities to complement character development

**Other**

- Create and build strong relationships with each individual Detroit Prep student
    - Work to draw out their strengths
    - Have meaningful conversations about their hopes and dreams for their futures
    - Learn students' career objectives and other details so you can best serve them
- Support the Upper School Team as needed
- Support recess/lunch as an opportunity to build authentic relationships with students

**Collaboration, Collegiality and Professionalism**

- Meet at least bi-monthly with Executive Director
- Meet as requested with the Director of Upper School and/or Head of School
- Be on time for all duties, team meetings, and professional development activities according to specific schedule
- Communicate about and plan for absences in advance with the Head of School
- Seek to resolve conflicts with colleagues as soon as they arise
- Seek support from the Head of School or Executive Director when needed
- Be welcoming to all visitors, especially families

**Professional Development**

- Participate in select outside professional development activities (as determined by principal and/or Executive Director) to support school-wide and individual goals

**Other Professional Responsibilities**

- Attend and participate in all school events
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues
- Come prepared for all meetings and check--ins

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with partners, donors, students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop
- **Reflective attitude:** An ability to constantly reflect on personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Prep
- Bachelor's degree (required), Master's degree (preferred)
- Strong technical skills (required)
- Effective, clear written and oral communication skills
- Experience in project management, system implementation, and execution
- Proven emotional constancy—staying poised and positive under pressure
- Proven strong leadership skills—takes initiative and influences others
- Strong attention to detail

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to: careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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## POSITION DESCRIPTION: PRIMARY CREW LEADER (TEACHER, KINDERGARTEN OR 1ST GRADE)

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We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

The Primary Crew Leader creates a nurturing and engaging learning environment for young children, typically aged 5 to 7 years old, in a kindergarten or 1st grade classroom setting. Responsibilities will include planning and delivering age-appropriate lessons, managing classroom behavior, assessing student progress, and fostering positive relationships with students, parents, and colleagues. Teachers work closely with educational standards, adapt curriculum to meet diverse needs, and use a variety of teaching strategies to support students' academic and social development. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Primary.

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## WHAT IT MEANS TO WORK AT DETROIT PREP

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- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

1. Classroom Instruction:
    - Plan, prepare, and deliver age-appropriate lessons and activities in accordance with curriculum guidelines.
    - Create a positive and engaging learning environment that fosters students' academic and social development.
    - Utilize a variety of teaching methods and instructional strategies to accommodate diverse learning styles.
2. Curriculum Development:
    - Develop and implement lesson plans that align with educational standards and learning objectives.
    - Adapt curriculum to meet the needs and interests of individual students and the class as a whole.
    - Incorporate technology and hands-on activities to enhance learning experiences.
3. Student Assessment and Progress Monitoring:
    - Assess students' academic abilities and developmental levels through formal and informal methods.
    - Maintain accurate records of students' progress and performance.
    - Provide constructive feedback to students and parents/guardians on academic achievements and areas for improvement.
4. Classroom Management:
    - Establish and enforce clear rules and expectations for behavior.
    - Implement positive discipline techniques and strategies to manage classroom behavior effectively.
    - Foster a supportive and inclusive classroom community where all students feel respected and valued.
5. Parent and Community Engagement:
    - Communicate regularly with parents/guardians regarding students' progress, behavior, and classroom activities.

- Collaborate with parents/guardians to support students' learning and development at home.
- Participate in parent-teacher conferences, school events, and community outreach activities.

6. Professional Development:
    - Participate in ongoing professional development opportunities to enhance teaching skills and stay current with best practices in early childhood education.
    - Collaborate with colleagues and administrators to share ideas and resources for improving teaching and learning.
7. Health and Safety:
    - Ensure the safety and well-being of students at all times.
    - Follow health and safety protocols and procedures, including those related to emergencies, accidents, and illness.
    - Maintain a clean and organized classroom environment conducive to learning.
8. Special Education and Inclusion:
    - Provide support and accommodations for students with special needs or learning differences.
    - Collaborate with special education staff and other professionals to ensure the inclusion and success of all students in the classroom.
9. Professionalism and Ethical Standards:
    - Adhere to the code of ethics and standards of professional conduct for educators.
    - Demonstrate professionalism, integrity, and respect in all interactions with students, colleagues, parents/guardians, and community members.
10. Additional Duties:
    - Perform other duties as assigned by the school administration, such as attending staff meetings, serving on committees, or participating in school events.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills

- ❏ Strong technical and organizational skills
- ❏ Bachelor's degree, Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in schools or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: SCHOOL SOCIAL WORKER

The School Social Worker at Detroit Achievement Academy and/or Detroit Prep is responsible for the social and emotional education of each student assigned to his or her caseload, and is responsible for working with students, parents, other teachers and staff, and the Principal toward achieving the mission and goals of Detroit Achievement Academy and Detroit Prep to maximize the time that students are learning and growing. The School Social Worker is responsible for ensuring all students with social and emotional needs receive a high quality education aligned with his/her personal goals both inside the general education classroom and through individualized instruction. The School Social Worker reports to the Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Programs**

- Commit to a vision of child-centered, inquiry-based education that develops children in three areas of student achievement: mastery of knowledge and skills, development of positive habits of character, and the ability to produce high-quality work
- Have a strong understanding of the factors involved in overrepresentation of certain populations in Special Education and Social Work, and actively work to ensure fair, unbiased, and data-based referral, assessment, and identification practices

- Collaborate with Principal, and academic interventionists to ensure that RTI systems and Special Education systems are in service of all students
- Develop a school social work plan based on a school and community data analysis that highlights the social, emotional, behavioral, and mental health needs of the students within the jurisdiction of the school social worker
- Develop and deliver specialized instruction inside and outside the classroom during academic periods designed to help students meet grade-level standards and achieve personal learning goals
- Coordinate service times with all contractual Special Education employees, such as Speech and Occupational Therapists, and behavior and academic interventionists
- Coordinate IEP assessments with all contractual Special Education employees, such as Psychologists
- Develop IEPs for special education students that are in compliance with policies
- Ensure the records for each identified student are up to date and well-organized, and contain necessary progress notes and assessments
- Create a clear, up-to-date IEP and 504 at-a-glance sheet for each student on caseload (in collaboration with the Special Education Teacher when appropriate) to provide for lead teachers and support work toward IEP goals and implementation of accommodations and modifications in the general education setting
- Meet and plan at least bi-weekly with teachers who have students with IEPs and 504 plans for behavior in their crews to ensure consistency of program and curriculum implementation with accommodations and modifications
- Be open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning. Involve students in welcoming visitors and communicating about the program.

**Instruction**

- Support the implementation of the Expeditionary Learning and Responsive Classroom models. Staff members at Detroit Achievement Academy and Detroit Prep are expected to commit to learning these models.
- Ensure that instruction is effective and meets the needs of diverse learners; ensure lead teachers employ these techniques in the classroom through supportive and regular communication and modeling
- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise
- Structure an environment that is developmentally appropriate, student-centered, print-rich and well organized
- Instructional duties may include: working with small groups of students, working individually with students, assessing student learning, and assisting with the planning and preparation of classroom lessons and activities.
- Support our inclusion program by meeting the individual needs of students as specified in student IEPs and in plans developed and discussed.

**Assessment and Accountability**

- Modify assessments and support lead teachers in modifying classroom behavioral support for students with special needs

- Assess student progress against IEP or goals and use data to plan for instruction at regular intervals
- Support students with completing portfolios and meeting passage requirements
- Collaborate with staff and students to implement consistent structures and develop traditions
- Collaborate with teachers to develop quality formative assessments and progress monitoring practices
- Support teachers in the analysis of student achievement data and adapting instruction accordingly; ensures disaggregated data is analyzed to support DAA's vision of equitable education for all students

**Social Curriculum/School Culture**

- Embody Detroit Achievement Academy and Detroit Prep's norms, a commitment to holistically serving every child, and the highest standard of professionalism at all times as a leader and ambassador of the school
- Collaborate with the Leadership Teams in designing, refining, and consistently implementing school systems, discipline procedures, and communication pathways
- Support teachers in implementing clear classroom expectations and routines
- Ensure consistent implementation of classroom management practices across all grade levels and classrooms
- Collaborate with grade level teams in developing long term and daily crew plans
- Collaborate with Executive Director and the Leadership Team in supporting school wide community meetings
- Collaborate with teachers and school leadership on family conferences and Celebrations of Learning
- Partner with teachers in the creation of documentation panels
- Support routines and rituals in professional development meetings that build relational trust
- Support the use of Responsive Classroom school-wide
- Execute vision for schoolwide behavior and support all staff members toward that vision
- Meet regularly with DAA's social worker with the focus of supporting all students
- Foster student leadership, service and stewardship
- Seek to resolve conflicts with colleagues as soon as they arise using the DAA staff norms. Seek support from the Principal when needed.

**Professional Development**

- Participate in weekly Professional Development and contribute to sessions by sharing ideas and student work, offering feedback, and possibly facilitating some sessions or discussions when requested
- Participate in a two- or three-week summer professional development before students begin in the fall.

**Parent Involvement**

- Assist lead teachers in preparing students with IEPs and 504 plans for student led conferences with parents at least 3 times per year for the purpose of sharing assessments and student work and making recommendations. Support students in sharing work with their parents.
- Support parents in understanding the instructional approach at Detroit Achievement Academy and Detroit Prep through regular communication.

**Student Information/Records/Database**

- Attend and participate in school events. Team members will be asked to attend at least two community meetings or events per year.
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues.
- Supervise students during lunch and recess times according to an agreed upon schedule.
- Prepare for annual student file audits based on guidelines provided by RESA

- Ensure that all documents and information on file for students with IEPS is up to date, accurate, and confidential

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Master's Degree in Social Work (required)
- Social Work License (LLMSW or LMSW)
- State of Michigan Approval (full or temporary) in School Social Work (required)
- Clinical experience (preferred)
- Experience in an EL school or project based environment (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in social work or with children?**
**3) What are your professional goals?**

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*regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

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## POSITION OVERVIEW: 4TH GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 4th grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction within the 4th grade classrooms. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 4th grade students on their campus. An ideal candidate for this role has experience teaching or leading 4th grade content, core standards, and expected skills. This position is for the 2024-2025 school year only. The Grade Level Specialist will report to the Director of Elementary and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 4TH GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 4th Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) and lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 4th Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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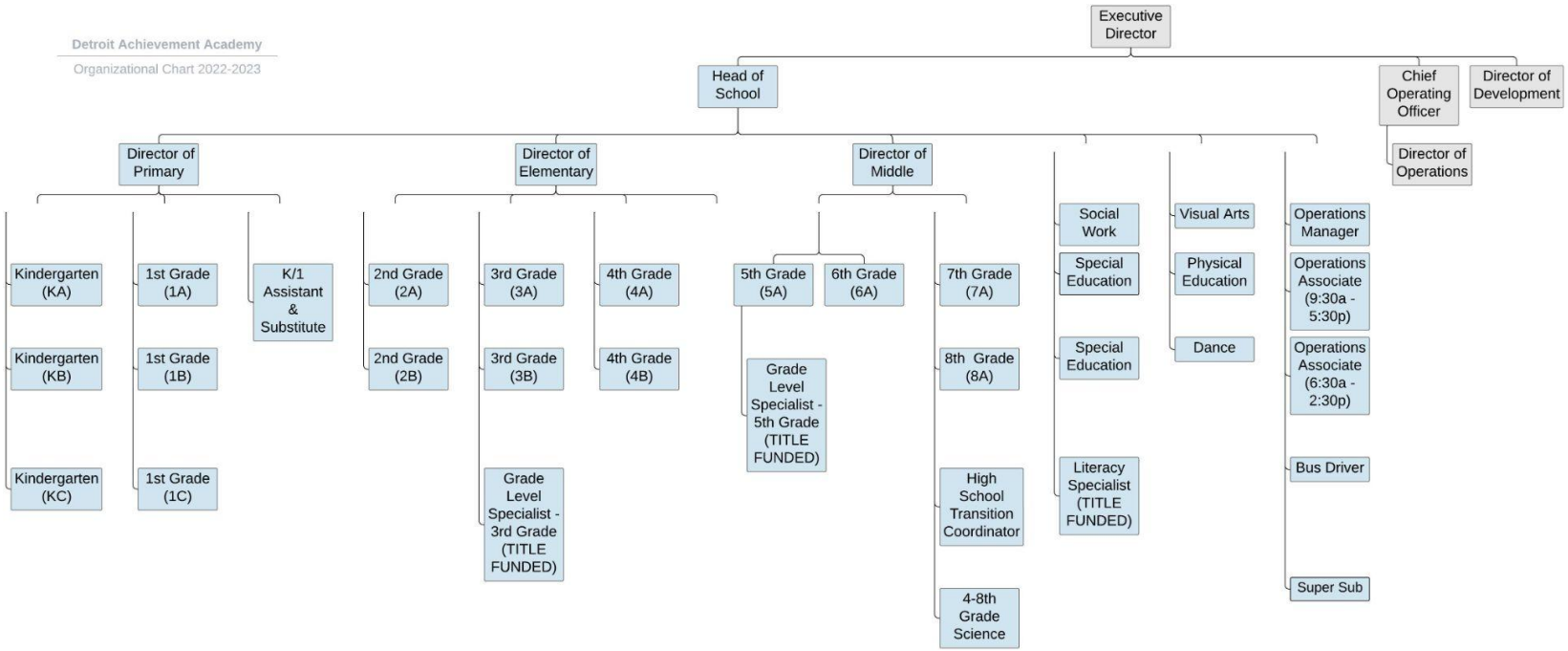
# DETROIT ACHIEVEMENT ACADEMY DISTRICT
# ORGANIZATIONAL STRUCTURE & POSITION DESCRIPTIONS

## 2024-2025 SCHOOL YEAR

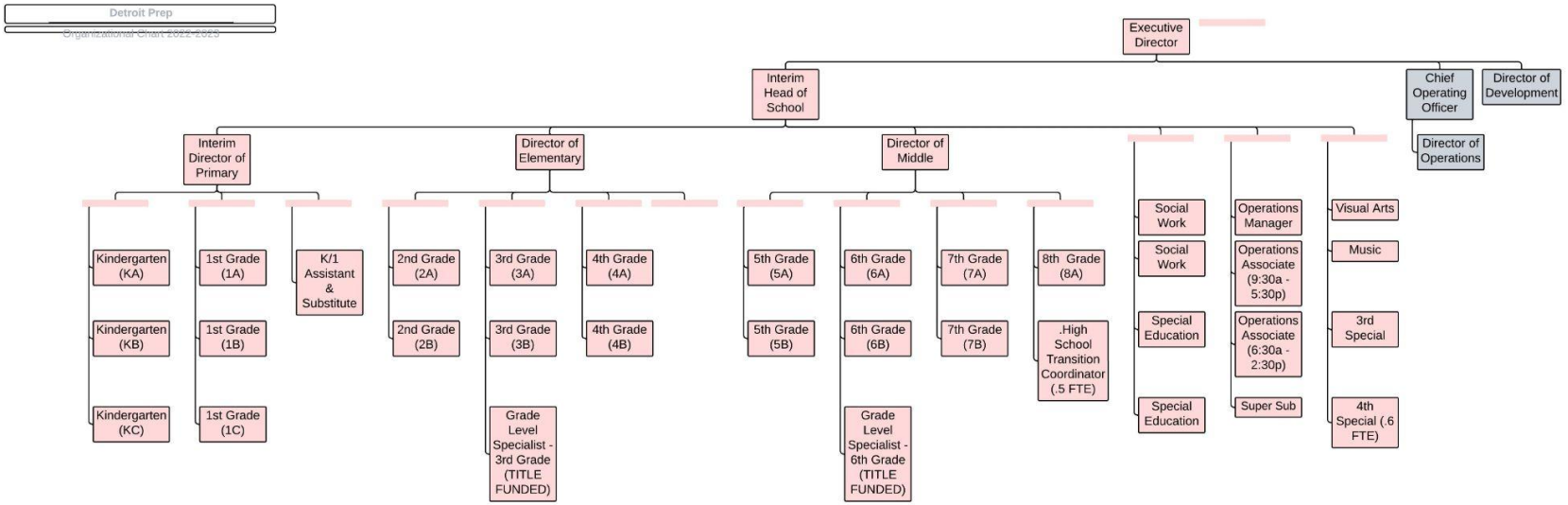
***(as of 4.22.24)***


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# ORG CHART 2024-25 DAA



# ORG CHART 2024-25 DETROIT PREP



# POSITION DESCRIPTIONS

## School-Based Operations

- Operations Manager (DAA)
- Operations Manager (DP)
- Operations Associate (DAA)
- Operations Associate (DP)
- Operations Associate (6:30a - 2:30p) (DAA)
- Operations Associate (6:30a - 2:30p) (DP)
- Operations Associate (9:30a - 5:30p) (DAA)
- Operations Associate (9:30a - 5:30p) (DP)

## Specials

- Specials Teacher (DAA)
- Specials Teacher (DP)

## Student Support

- School Social Worker (DAA)
- School Social Worker (DP)
- Special Education Teacher (DAA)
- Special Education Teacher (DP)
-

- Expert Guest Teacher (DAA)
- Expert Guest Teacher (DP)

### Leadership Team

- Director of Primary
- Director of Elementary
- Director of Upper
- Head of School
- Executive Director
- Chief Operating Officer

### Primary

- Primary Crew Leader (K-1 Teacher) (DAA)
- Primary Crew Leader (K-1 Teacher) (DP)
- K-2 Substitute and Assistant (DAA)
- K-2 Substitute and Assistant (DP)

### Elementary

- Elementary Crew Leader (2-4 Teacher) (DAA)
- Elementary Crew Leader (2-4 Teacher) (DP)
- 3rd Grade Specialist (DAA)
- 3rd Grade Specialist (DP)

### Upper School

- Upper School Crew Leader (5th-8th Grade ELA or Math Teacher) (DAA)
- Upper School Crew Leader (5th-8th Grade ELA or Math Teacher) (DP)
- 5th Grade Specialist (DAA)
- 5th Grade Specialist (NOT FOR 2024-25) (DP)
- 6th Grade Specialist (NOT FOR 2024-25) (DAA)
- 6th Grade Specialist (DP)

- High School Transition Coordinator (DAA)
- High School Transition Coordinator (DP)
- 4-8 Science (DAA)
- 4-8 Science (DP)

## All DAA Job Descriptions

- Operations Manager (DAA)
- Operations Associate (DAA)
- Operations Associate (6:30a - 2:30p) (DAA)
- Operations Associate (9:30a - 5:30p) (DAA)
- Specials Teacher (DAA)
- School Social Worker (DAA)
- Special Education Teacher (DAA)
- Literacy Specialist (DAA)
- Expert Guest Teacher (DAA)
- Primary Crew Leader (K-1 Teacher) (DAA)
- K-2 Substitute and Assistant (DAA)
- Elementary Crew Leader (2-4 Teacher) (DAA)
- 3rd Grade Specialist (DAA)
- Upper School Crew Leader (5th-8th Grade ELA or Math Teacher) (DAA)
- 5th Grade Specialist (DAA)
- 6th Grade Specialist (NOT FOR 2024-25) (DAA)
- High School Transition Coordinator (DAA)
- 4-8 Science (DAA)

## All Detroit Prep Job Descriptions

- Operations Manager (DP)

- Operations Associate (DP)
- Operations Associate (6:30a - 2:30p) (DP)
- Operations Associate (9:30a - 5:30p) (DP)
- Specials Teacher (DP)
- School Social Worker (DP)
- Special Education Teacher (DP)
- Literacy Specialist (DP)
- Expert Guest Teacher (DP)
- Primary Crew Leader (K-1 Teacher) (DP)
- K-2 Substitute and Assistant (DP)
- Elementary Crew Leader (2-4 Teacher) (DP)
- 3rd Grade Specialist (DP)
- Upper School Crew Leader (5th-8th Grade ELA or Math Teacher) (DP)
- 5th Grade Specialist (NOT FOR 2024-25) (DP)
- 6th Grade Specialist (DP)
- High School Transition Coordinator (DP)
- 4-8 Science (DP)




**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: EXPERT GUEST TEACHER

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Super Substitute is a full time position that will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of K-8 classrooms, depending on daily substitute needs.This role is intended to create additional time for teachers to plan and prepare for instruction within the school day, while their students continue learning from known, qualified members of the DAA/DP adult crew. The Super Substitute will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will have pre-scheduled coverage times in each of grades K-8 approximately 8 days monthly, across both school campuses. Other days, coverage may vary across any grade level. An ideal candidate for this role is confident teaching in grades 3-8, and thrives on a changing schedule. The Super Substitute will report to the Principal/Head of School.

**Commented [1]:** add in intent for role (this role is intended to create additional time for teachers to plan and prepare for instruction while leaving their crews with known, accomplished members of the DAA/DP adult crew.

**Commented [2]:** Love.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Working with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and Detroit Prep

- Being supported by your peers, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Instruction**

- Lead high quality instruction. Instructional duties and roles will be discussed and mutually agreed upon by the Super Substitute and Lead Teacher.
- Instructional duties include: delivering whole-group lessons, working with small groups of students, working individually with students, assessing student learning, and assisting with the planning and preparation of classroom lessons and activities in any of grades K-8.
- Support the implementation of the ELEducation and Responsive Classroom models. Teachers at Detroit Prep and Detroit Achievement Academy are expected to commit to learning these models.
- Support our inclusion program by meeting the individual needs of students as specified in student IEPs and in plans developed and discussed when necessary for this role.
- Assume lead teacher responsibilities when a Lead Teacher is absent.

**Assessment/Accountability**

- Learn to administer schoolwide assessments and work with the Lead Teacher to complete assessments according to the school's schedule, as needed.
- Regularly analyze student data to improve instruction, ensure equity and make program recommendations and improvements, when needed.
- Provide coverage for lead teachers to perform these tasks as necessary

**Social Curriculum/School Culture**

- Implement the principles of the Responsive Classroom.
- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise.

**Collaboration, Collegiality and Professionalism**

- Provide coverage for grade level teams to plan for instruction as needed.
- Be on time for classes, duties, team meeting and professional development activities.
- Communicate about and plan for absences in advance with teaching partners and the Principal.
- Be welcoming to visitors.
- Collaborate and communicate with Lead Teachers and support staff as necessary

**Professional Development**

- Meet regularly with the Head of School and teaching team to reflect on progress and gain feedback.
- Observe in other classrooms to gain ideas and learn from other experienced educators.
- Participate in outside professional development activities to support school-wide and individual goals.
- Attend and participate in weekly professional development sessions held on Friday afternoons.
- (If applicable) Participate in Summer Professional Development, held two weeks in August before students return.

**Parent Communication and Involvement**

- Coordinate parent communication with the Lead Teacher and Head of School.
- Work with the Lead Teachers to keep parents informed and involve parent volunteers when necessary or applicable.

**Commented [3]:** do you want me to change all descriptions to include these headers again?

**Other Professional Responsibilities**

- Attend and participate in school events.
- Check voicemail and e-mail daily and respond promptly to requests from parents, administrators and colleagues.
- Lead the distribution and monitoring of lunch, recess and outdoor activities to ensure safety.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

Commented [4]: 1 or 1.5?

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Prep and Detroit Achievement Academy.
- Bachelor's degree (required)
- A current teaching certificate (required)
- Strong technical skills (required)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**

**3) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: 6TH GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 6th grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction within the 6th grade classrooms. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 6th grade students on their campus. An ideal candidate for this role has experience teaching or leading 6th grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Upper and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 6TH GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 6th Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) and lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ 6th Grade-specific knowledge and/or experience (preferred)
- ❏ Bachelor's degree (required), Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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## POSITION GOALS: UPPER SCHOOL CREW LEADER (ELA OR MATH TEACHER, GRADES 5-8)

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

We are seeking an enthusiastic and dedicated middle school teacher to join our team. The ideal candidate will have a passion for teaching and a commitment to supporting the academic and social-emotional growth of middle school students. This position is available for either English Language Arts (ELA) or Mathematics, depending on the candidate's expertise and qualifications. As an upper school (middle school) teacher, you will be responsible for planning and delivering engaging lessons, assessing student progress, and fostering a positive learning environment conducive to student success. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Upper School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to

develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.

- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

1. Curriculum Development and Lesson Planning:
    - Develop and implement comprehensive lesson plans that align with grade-level standards and objectives.
    - Create engaging and differentiated learning activities that cater to the diverse needs and learning styles of middle school students.
    - Integrate technology, literature, and real-world examples to enhance the relevance and depth of instruction.
2. Classroom Instruction:
    - Deliver clear and dynamic instruction in either ELA or Math concepts, depending on the subject area.
    - Utilize a variety of teaching strategies and instructional methods to promote critical thinking, problem-solving, and communication skills.
    - Foster a supportive and inclusive classroom environment where all students feel valued, respected, and motivated to learn.
3. Assessment and Progress Monitoring:
    - Assess student understanding and mastery of subject matter through formative and summative assessments.
    - Analyze assessment data to identify student strengths and areas for improvement, and adjust instruction accordingly.
    - Provide timely and constructive feedback to students to support their academic growth and achievement.
4. Classroom Management:
    - Establish and maintain a positive and orderly classroom environment conducive to learning.
    - Implement effective classroom management strategies to promote student engagement, participation, and cooperation.
    - Enforce classroom rules and expectations consistently and fairly, while also fostering a culture of mutual respect and accountability.
5. Parent and Community Communication:
    - Communicate regularly with parents/guardians regarding students' progress, performance, and behavior.
    - Collaborate with parents/guardians to support students' learning at home and address any concerns or questions.

- Participate in parent-teacher conferences, school events, and community outreach activities as needed.

6. Professional Development:
    - Participate in ongoing professional development opportunities to enhance teaching skills and stay current with best practices in education.
    - Collaborate with colleagues to share resources, ideas, and instructional strategies for improving teaching and learning.
    - Engage in reflective practice to evaluate and continuously improve teaching effectiveness.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ Bachelor's degree, Master's Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress) with appropriate content endorsement

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What grade level and/or content area do you prefer? Why?**
**3) What's your experience working in schools or with children?**
**4) What are your professional goals?**

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## POSITION OVERVIEW: 2ND GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 2nd grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction within the 2nd grade classrooms. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 2nd grade students on their campus. An ideal candidate for this role has experience teaching or leading 2nd grade content, core standards, and expected skills. This is an 18-month position, through August 2026. The Grade Level Specialist will report to the Director of Elementary and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.

- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 2nd GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 2nd Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) and lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ 2nd Grade-specific knowledge and/or experience (preferred)
- ❑ Bachelor's degree (required), Master's Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

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## POSITION OVERVIEW: OPERATIONS MANAGER

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School. The primary responsibilities of this role include pupil accounting and compliance including enrollment and attendance, general front desk reception and security, parent and family communication, student records and other clerical tasks. The Operations Manager will be part of the Operations team, and will support teachers and students in a wide range of school operations tasks in any given day. The Operations Manager may be responsible for basic custodial and operational tasks throughout the school day. The Operations Manager's responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
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## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school

- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members, | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration |

- Approaches challenges with a sense of optimism, curiosity, and constant learning,
- Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,
- Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- Uses 3Rs effectively, efficiently, and anonymously,
- Uses the least-invasive redirect to address developing behavior,
- Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- Uses the trauma-informed best practices outlined in our Behavior Tiers,
- Actively participates in school wide Community Crew whenever possible,
- Engages families and the community as successful partners, including ACE partners,
- >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- >70% of families A/SA Detroit Prep values the diversity of our children.
- >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -

- Leads or co-leads one or more school wide Community Crew or Community Meeting,
- Leads or co-leads one or more school wide culture-building events and initiatives.

with crew leaders, Social Workers, and school leaders as appropriate,

- Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),
- Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,
- Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -

- Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- Researches, compiles, implements, and provides feedback on best practices for meal service,
- Researches, compiles, implements, and provides feedback on uniforms and supplies,
- Researches, compiles, implements, and provides feedback on technology,
- Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and |

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## POSITION OVERVIEW: EXPERT GUEST TEACHER

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Expert Guest Teacher is a full time position that will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of K-8 classrooms, depending on daily substitute needs.This role is intended to create additional time for teachers to plan and prepare for instruction within the school day, while their students continue learning from known, qualified members of the DAA/DP adult crew. The Super Substitute will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will have pre-scheduled coverage times in each of grades K-8 approximately 8 days monthly, across both school campuses. Other days, coverage may vary across any grade level. An ideal candidate for this role is confident teaching in grades 3-8, and thrives on a changing schedule. The Expert Guest Teacher will report to the Principal/Head of School.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Working with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and Detroit Prep
- Being supported by your peers, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Instruction**

- Lead high quality instruction. Instructional duties and roles will be discussed and mutually agreed upon by the Super Substitute and Lead Teacher.
- Instructional duties include: delivering whole-group lessons, working with small groups of students, working individually with students, assessing student learning, and assisting with the planning and preparation of classroom lessons and activities in any of grades K-8.
- Support the implementation of the ELEducation and Responsive Classroom models. Teachers at Detroit Prep and Detroit Achievement Academy are expected to commit to learning these models.
- Support our inclusion program by meeting the individual needs of students as specified in student IEPs and in plans developed and discussed when necessary for this role.
- Assume lead teacher responsibilities when a Lead Teacher is absent.

**Assessment/Accountability**

- Learn to administer schoolwide assessments and work with the Lead Teacher to complete assessments according to the school's schedule, as needed.
- Regularly analyze student data to improve instruction, ensure equity and make program recommendations and improvements, when needed.
- Provide coverage for lead teachers to perform these tasks as necessary

**Social Curriculum/School Culture**

- Implement the principles of the Responsive Classroom.
- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise.

**Collaboration, Collegiality and Professionalism**

- Provide coverage for grade level teams to plan for instruction as needed.
- Be on time for classes, duties, team meeting and professional development activities.
- Communicate about and plan for absences in advance with teaching partners and the Principal.
- Be welcoming to visitors.
- Collaborate and communicate with Lead Teachers and support staff as necessary

**Professional Development**

- Meet regularly with the Head of School and teaching team to reflect on progress and gain feedback.
- Observe in other classrooms to gain ideas and learn from other experienced educators.
- Participate in outside professional development activities to support school-wide and individual goals.
- Attend and participate in weekly professional development sessions held on Friday afternoons.
- (If applicable) Participate in Summer Professional Development, held two weeks in August before students return.

**Parent Communication and Involvement**

- Coordinate parent communication with the Lead Teacher and Head of School.
- Work with the Lead Teachers to keep parents informed and involve parent volunteers when necessary or applicable.

**Other Professional Responsibilities**

- Attend and participate in school events.
- Check voicemail and e-mail daily and respond promptly to requests from parents, administrators and colleagues.
- Lead the distribution and monitoring of lunch, recess and outdoor activities to ensure safety.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Prep and Detroit Achievement Academy.
- Bachelor's degree (required)
- A current teaching certificate (required)
- Strong technical skills (required)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

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## POSITION OVERVIEW: OPERATIONS ASSOCIATE

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School and Operations Manager. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Operations Associate will be responsible for basic custodial and operational tasks throughout the school day. The Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 7:45am - 4:00pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT PREP

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills and attention to detail
- ❑ Bachelor’s degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
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**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

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**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
|---|---|
| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI |

courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- ➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- ➢ Uses 3Rs effectively, efficiently, and anonymously,
- ➢ Uses the least-invasive redirect to address developing behavior,
- ➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- ➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,
- ➢ Actively participates in school wide Community Crew whenever possible,
- ➢ Engages families and the community as successful partners, including ACE partners,
- ➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- ➢ >70% of families A/SA Detroit Prep values the diversity of our children.
- ➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -
- ➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,
- ➢ Leads or co-leads one or more school wide culture-building events and initiatives.

and the district SIS,
- ➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- ➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- ➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- ➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- ➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- ➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -
- ➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- ➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- ➢ Researches, compiles, implements, and provides feedback on best practices for meal service,
- ➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,
- ➢ Researches, compiles, implements, and provides feedback on technology,
- ➢ Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |

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|---|---|
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback). |

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- Communicate effectively and professionally,
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- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
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- ❑ Bachelor’s degree (preferred)

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| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI |

courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,
- ➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,
- ➢ Uses 3Rs effectively, efficiently, and anonymously,
- ➢ Uses the least-invasive redirect to address developing behavior,
- ➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,
- ➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,
- ➢ Actively participates in school wide Community Crew whenever possible,
- ➢ Engages families and the community as successful partners, including ACE partners,
- ➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.
- ➢ >70% of families A/SA Detroit Prep values the diversity of our children.
- ➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)

Exemplary: All of the criteria above, and -
- ➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,
- ➢ Leads or co-leads one or more school wide culture-building events and initiatives.

and the district SIS,
- ➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)
- ➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,
- ➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,
- ➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),
- ➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),
- ➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),

Exemplary: All of the criteria above, and -
- ➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,
- ➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,
- ➢ Researches, compiles, implements, and provides feedback on best practices for meal service,
- ➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,
- ➢ Researches, compiles, implements, and provides feedback on technology,
- ➢ Moves from one responsibility to the next faster than scheduled/planned.

| High Quality Work | Cycle of Inquiry |
|---|---|
| **Guiding Question:** How are students in this crew developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | **Guiding Question:** How are we constantly and critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |

| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
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| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information. | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback). |

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| | Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

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## POSITION OVERVIEW: OPERATIONS ASSOCIATE (9:30am - 5:30pm)

**We are looking for extraordinary leaders and learners to join our team who:**

- Are passionate about providing an excellent education for all students
- Have an obsession with systems, organization, and efficiency,
- Communicate effectively and professionally,
- Maintain a safe, clean, and welcoming environment,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.
- **Culture & Character:** Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.
- **Mastery of Knowledge and Skills:** Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.
- **High Quality Work:** Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.
- **Cycle of Inquiry:** Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.

This position reports directly to the Head of School and Operations Manager. The primary responsibilities of this role include facility and property management, student breakfast preparation and service, and student lunch preparation and service. The Operations Associate will be responsible for basic custodial and operational tasks throughout the school day. The Operations Associate responsibilities will vary and be dependent on the needs of the school. The work hours for this position are 9:30am - 5:30pm daily, with some responsibilities and working hours during school breaks.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning in a diverse learning community
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Commitment to taking on any and all roles and responsibilities related to the excellent, smooth operations of the school
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills

- ❏ Strong technical and organizational skills and attention to detail
- ❏ Bachelor's degree (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy**
**2) What's your experience working in operations or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Our Guiding Principles of School Operations**

| Culture & Character | Mastery of Knowledge and Skills |
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| ***Guiding Question:*** *How are students in this crew part of a positive, inclusive, and responsive learning environment that fosters belonging and a sense of pride in identity?* | ***Guiding Question:*** *How are students in this crew engaged with rigorous, inspiring content that aligns with standards for excellence?* |
| ***Performance Goal:*** *Operations Managers & Associates create and nurture a positive, inclusive, and responsive learning environment for students and staff.* | ***Performance Goal:*** *Operations Managers & Associates enable students to engage in rigorous, inspiring learning as a result of clear, streamlined school operations intended to maximize student learning and growth.* |
| Proficient:<br>➢ Embodies our six habits of character outlined in our Learning Continuum and adult crew norms in interactions with our crew; lives the spirit of "crew not passengers",<br>➢ Cultivates caring, authentic, and appropriate relationships with students, families, and team members,<br>➢ Approaches challenges with a sense of optimism, curiosity, and constant learning,<br>➢ Designs and implements culturally responsive | Proficient:<br>➢ Monitors attendance in compliance with MDE standards using the district Student Information System (SIS) and support teachers to complete,<br>➢ Follows attendance protocols for all tiers of truancy concern, including preparing attendance communications and collaboration with crew leaders, Social Workers, and school leaders as appropriate,<br>➢ Sets up SIS annually to meet the needs and |

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| systems and routines that support family engagement; these complement our schoolwide systems and routines,<br>➢ Commits to building capacity to engage in courageous conversation and action around diversity, equity, anti-racism, and culture, as well as how they impact student learning,<br>➢ Creates a beautiful space that facilitates self-management (habits of character, crew promises, and routines posted, materials organized and labeled,<br>➢ Uses 3Rs effectively, efficiently, and anonymously,<br>➢ Uses the least-invasive redirect to address developing behavior,<br>➢ Uses a restorative approach outlined in our Behavior Tiers that maximizes instructional time and emphasizes conflict resolution,<br>➢ Uses the trauma-informed best practices outlined in our Behavior Tiers,<br>➢ Actively participates in school wide Community Crew whenever possible,<br>➢ Engages families and the community as successful partners, including ACE partners,<br>➢ >70% of families A/SA My student feels like s/he belongs and is part of our Detroit Prep community.<br>➢ >70% of families A/SA Detroit Prep values the diversity of our children.<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback)<br><br>Exemplary: All of the criteria above, and -<br>➢ Leads or co-leads one or more school wide Community Crew or Community Meeting,<br>➢ Leads or co-leads one or more school wide culture-building events and initiatives. | guidelines of the school (schedule, enrollment, attendance triggers, etc.),<br>➢ Enters, edits, updates, and validates information for all enrolled students in CEPI and the district SIS,<br>➢ Monitors and tracks meal service components in compliance with MDE standards using the district systems (daily, weekly, and monthly meal counts, ordering systems, etc.)<br>➢ Monitors, tracks, and facilitates ordering for uniforms and supplies (including copier paper and toner, Safety Sacks) using the district systems,<br>➢ Monitors, tracks, and facilitates storage and repairs for technology (copier, printers, Chromebooks, etc.) using the district systems,<br>➢ Monitors enrollment in alignment with district standards within Google Sheets and the Student Information System (SIS),<br>➢ Creates and follows systems and routines that maintain focus on student learning and growth (e.g. visitor sign in forms, Calendly for staff appointments, health protocols, late pickup protocols),<br>➢ Responds to communication appropriately and within timeframes outlined in handbooks (including forwarding communication to team member best equipped to respond instead of replying personally),<br><br>Exemplary: All of the criteria above, and -<br>➢ Researches, compiles, implements, provides feedback on, and shares resources for families to support needs related to attendance and truancy,<br>➢ Researches, compiles, implements, and provides feedback on best practices for maximizing SIS,<br>➢ Researches, compiles, implements, and provides feedback on best practices for meal service,<br>➢ Researches, compiles, implements, and provides feedback on uniforms and supplies,<br>➢ Researches, compiles, implements, and provides feedback on technology,<br>➢ Moves from one responsibility to the next faster than scheduled/planned. |
| High Quality Work | Cycle of Inquiry |
| **Guiding Question:** How are students in this crew | **Guiding Question:** How are we constantly and |

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| developing and displaying a love of learning and passion for exploring that inspires high-quality work that matters? | critically gathering, analyzing, and acting on quantitative and qualitative data to align with and drive toward the three dimensions of student achievement and build student ownership of learning? |
| **Performance Goal:** *Operations Managers inspire a love of learning and passion for exploring that leads to high quality work for students and adults through creating and maintaining systems and beautiful spaces that encourage a love of learning and pride in our school community.* | **Performance Goal:** *Operations Managers & Associates constantly gather, analyze, and act on qualitative and quantitative data to assess the effectiveness of schoolwide operations systems and adjust to ensure excellence. Operations Managers & Associates are self-managed, self-reflective, and personally driven and responsible in pursuing goals for school operations and their own professional development.* |
| Proficient:<br>➢ Creates and maintains real-time updates for families and staff that includes upcoming dates, priorities, needs, and announcements,<br>➢ Creates and maintains a beautiful space that encourages responsibility, cooperation, and quality work (resources and materials organized and accessible to students and staff, materials clearly labeled, procedures and criteria for maintaining spaces posted and reinforced),<br>➢ Work shows high levels of craftsmanship, including clear and appropriate signage and communication (typed for long term, or neatly written for temporary),<br>➢ Work shows high levels of complexity, including staying up to date on policies, procedures, communications, and deadlines required by MDE and district-level leadership related to school operations,<br>➢ Work shows high levels of authenticity, including a focus on the interconnectedness between school operations and all other elements of our school mission and goals.<br>➢ >70% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br><br>Exemplary: All of the criteria above, and -<br>➢ Creates systems that enable staff to maintain a beautiful space (organization and cleaning rotations, etc.)<br>➢ Creates systems that allow the school to run with maximum effectiveness and efficiency.<br>➢ >85% of families A/SA I know where to find information about upcoming school events | Proficient:<br>➢ Consistently models and acts upon the belief in the potential of every student and team member to achieve at high levels,<br>➢ Continuously gathers, analyzes, and acts on systems-level data to monitor progress to goals and maximize effectiveness and efficiency (e.g. enrollment data),<br>➢ Creates and modifies personal work and organization systems to align with data (e.g. crafts and structures to-do lists that facilitate self-directed progress monitoring of assigned tasks)<br>➢ Maintains and organizes data (individual and crew-wide data displays) to facilitate student reflection and ownership,<br>➢ Develops and maintains ongoing student files, data folders, and meal binders (including purging any paperwork that is no longer needed) to ensure accuracy and organization over time,<br>➢ Models a growth mindset in student, staff, and personal learning,<br>➢ Meets all deadlines with minimal oversight,<br>➢ Actively participates in school-based professional development aligned with qualitative and quantitative data to increase student achievement, family engagement, and personal practice,<br>➢ Prepares relevant data before weekly 1:1 check ins (attendance, truancy, supplies, etc.),<br>➢ Prepares relevant data for weekly announcements for students, families, and staff (e.g. weekly attendance data by crew),<br>➢ >70% of families A/SA I know where to find |

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| and priorities, and regularly access this information. | information about upcoming school events and priorities, and regularly access this information,<br>➢ >70% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback).<br><br>Exemplary: All of the criteria above, and -<br>➢ Actively seeks outside professional development aligned with qualitative and quantitative data to improve personal practice<br>➢ Leads or co-leads one or more school-based professional development aligned with operations,<br>➢ Applies to lead and/or leads Master Class at ELNC related to operational leadership,<br>➢ >85% of families A/SA I know where to find information about upcoming school events and priorities, and regularly access this information.<br>➢ >85% of staff members A/SA There is a culture of feedback (people take the time, and feel comfortable giving and asking for feedback) |

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## POSITION OVERVIEW: SPECIAL EDUCATION TEACHER

The Special Education teacher at Detroit Achievement Academy and/or Detroit Prep is responsible for the education of each student assigned to his or her caseload, and is responsible for working with students, parents, other teachers and staff, and the Principal towards achieving the mission and goals of Detroit Achievement Academy. The Special Education Teacher is responsible for ensuring all students with disabilities receive a high quality education aligned with his/her personal goals both inside the general education classroom and through pull-out instruction. The Special Education Teacher reports to the Principal.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY:

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Instruction/Assessment**

- Implement the principles and components of Expeditionary Learning and the Responsive Classroom model. Teachers in their first year at Detroit Achievement Academy and/or Detroit Prep are expected to commit to learning these models by attending various professional development meetings and conferences held throughout the summer and school year.
- Develop and deliver specialized instruction in the classroom and outside the classroom during academic

periods designed to help students meet grade-level standards and achieve personal learning goals
- Develop IEPs for special education students
- Ensure the records for each identified student are up to date and well-organized, and contain necessary progress notes and assessments
- Modify assessments and classwork for students with special needs
- Assess student progress against IEP and other goals and use data to plan for instruction
- Support students with completing portfolios and meeting passage requirements
- Collaborate with staff and students to implement consistent structures and develop traditions

**Social Curriculum/School Culture**

- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise.
- Structure an environment that is developmentally appropriate, student-centered, print-rich and well organized.

**Collaboration, Collegiality and Professionalism**

- Meet and plan at least weekly with teachers teaching Special Education students to ensure consistency of program and curriculum implementation.
- Seek to resolve conflicts with colleagues as soon as they arise using the DAA staff norms. Seek support from the Principal when needed.
- Be open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning. Involve students in welcoming visitors and communicating about the program.

**Professional Development**

- Participate in weekly Professional Development meetings and contribute to sessions by sharing ideas and student work, offering feedback, and facilitating some sessions or discussions.
- Participate in a two-week summer professional development before students begin in the fall.

**Parent Communication and Involvement**

- Assist lead teachers in conducting student led conferences with parents 3 times per year for the purpose of sharing assessments and student work and making recommendations. Support students in sharing work with their parents.
- Keep parents informed about classroom activities and units of study through ongoing communication.
- Support parents in understanding the instructional approach at Detroit Achievement Academy through regular communication. Assist with planning and facilitating at least one parent workshop per year.

**Other Professional Responsibilities**

- Attend and participate in school events. Teachers will be asked to attend at least four community meetings or events per year.
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues.
- Supervise students during lunch and recess times according to an agreed upon schedule.

## WHAT WE OFFER

- Competitive base salary

- Special Education certification and/or placement bonuses
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,000 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues. ● **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Bachelor's degree (required), Master's Degree (preferred)
- Teaching certification with Special Education endorsement (required)
- At least three years prior teaching experience (required)
- Experience in an EL school or project based environment (strongly preferred)
- Strong technical skills required, including knowledge of and comfort with Google suite of tools (e-mail, calendar, Drive, etc.)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working in Special Education or with children with disabilities?**
**3) What are your professional goals?**

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## POSITION OVERVIEW: 1ST GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 1st grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 1st grade students on their campus. An ideal candidate for this role has experience teaching or leading 1st grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Primary and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.

- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 1ST GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 1st Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually

- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ 1st Grade-specific knowledge and/or experience (preferred)
- ❑ Bachelor's degree (required), Master's Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitachievement.org**

**1) Why do you want to work at Detroit Achievement Academy?**
**2) What's your experience working with children?**
**3) What experience do you have teaching students currently performing below grade level? How did/do you measure success?**
**4) What are your professional goals?**

*Detroit Achievement Academy and Detroit Prep are dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy and Detroit Prep provide equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: 3RD GRADE GRADE LEVEL SPECIALIST (TITLE-FUNDED)

**We are looking for extraordinary leaders and learners to join our team who:**

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

The Grade Level Specialist will deliver instruction, collaborate on planning with the grade level team(s), and fully participate in the life of 3rd grade classrooms. The Grade Level Specialist will primarily support students performing below grade level standards through small group and individualized instruction. The Grade Level Specialist will have significant opportunities to learn from the Lead Teachers and the entire Detroit Achievement Academy and Detroit Prep staff, as well as participate in outside professional development. This position will be responsible for the academic growth and grade level proficiency of all 3rd grade students on their campus. An ideal candidate for this role has experience teaching or leading 3rd grade content, core standards, and expected skills. The Grade Level Specialist will report to the Director of Elementary and Head of School.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

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- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.

- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## POSITION GOALS AND RESPONSIBILITIES || 3RD GRADE GRADE LEVEL SPECIALIST

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

We measure student and adult crew success along three dimensions of achievement: culture & character development, mastery of knowledge and skills, and high quality work. Our schools value, encourage, and require a constant cycle of inquiry toward this success with the following overarching goals for all teachers:

- **Culture & Character:** Educators create and nurture a positive, inclusive, and responsive learning environment. The Specialist is responsible for implementing and managing culturally responsive interventions for identified academic needs, collaborating with 3rd Grade Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn in a safe and supportive learning environment.
- **Mastery of Knowledge and Skills:** Educators engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence. The Specialist ensures that all moments of the school day are grounded in learning, leveraging all instructional sessions (small group, individual, whole-group, lunch bunch, recess learning, etc) lead students to high levels of grade level academic mastery. The Specialist is responsible for implementing and managing culturally responsive interventions for academic challenges, collaborating with Crew Leaders and other members of the adult crew, and ensuring that all students are able to learn and access grade level material.
- **High Quality Work:** Educators inspire a love of learning and passion for exploring that leads to high quality work through creating and maintaining systems and beautiful spaces that encourages pride in identity and our school community. The Specialist is responsible for high quality work personally and across the grade band and Student Support Team.
- **Cycle of Inquiry:** Educators constantly gather, analyze, and act on qualitative and quantitative data to plan rigorous units and daily lessons that drive toward specific skills that students will need to access grade level material aligned with the three dimensions of student achievement and build student ownership of learning. Educators are self-managed, self-reflective, and personally driven and responsible in pursuing goals for their students, staff, and their own professional development.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually

- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills
- ❑ 3rd Grade-specific knowledge and/or experience (preferred)
- ❑ Bachelor's degree (required), Master's Degree (preferred)
- ❑ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
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**1) Why do you want to work at Detroit Achievement Academy?**
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## POSITION DESCRIPTION: ELEMENTARY CREW LEADER (TEACHER, 2ND, 3RD OR 4TH GRADE)

“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.” - Ron Berger, Chief Academic Officer, EL Education

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- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

The Elementary Crew Leader creates a nurturing and engaging learning environment for children in grades 2, 3 or 4. Responsibilities will include planning and delivering age-appropriate lessons, managing classroom behavior, assessing student progress, and fostering positive relationships with students, parents, and colleagues. Teachers work closely with educational standards, adapt curriculum to meet diverse needs, and use a variety of teaching strategies to support students' academic and social development. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Elementary.

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## PRIMARY RESPONSIBILITIES

Commented [1]: new for Director of Elementary / HoS review!

1. Classroom Instruction:
    - Plan, prepare, and deliver age-appropriate lessons and activities in accordance with curriculum guidelines.
    - Create a positive and engaging learning environment that fosters students' academic and social development.
    - Utilize a variety of teaching methods and instructional strategies to accommodate diverse learning styles.
2. Curriculum Development:
    - Develop and implement lesson plans that align with educational standards and learning objectives.
    - Adapt curriculum to meet the needs and interests of individual students and the class as a whole.
    - Incorporate technology and hands-on activities to enhance learning experiences.
3. Student Assessment and Progress Monitoring:
    - Assess students' academic abilities and developmental levels through formal and informal methods.
    - Maintain accurate records of students' progress and performance.
    - Provide constructive feedback to students and parents/guardians on academic achievements and areas for improvement.
4. Classroom Management:
    - Establish and enforce clear rules and expectations for behavior.
    - Implement positive discipline techniques and strategies to manage classroom behavior effectively.
    - Foster a supportive and inclusive classroom community where all students feel respected and valued.
5. Parent and Community Engagement:
    - Communicate regularly with parents/guardians regarding students' progress, behavior, and classroom activities.
    - Collaborate with parents/guardians to support students' learning and development at home.
    - Participate in parent-teacher conferences, school events, and community outreach activities.

6. Professional Development:
    - Participate in ongoing professional development opportunities to enhance teaching skills and stay current with best practices in early childhood education.
    - Collaborate with colleagues and administrators to share ideas and resources for improving teaching and learning.
7. Health and Safety:
    - Ensure the safety and well-being of students at all times.
    - Follow health and safety protocols and procedures, including those related to emergencies, accidents, and illness.
    - Maintain a clean and organized classroom environment conducive to learning.
8. Special Education and Inclusion:
    - Provide support and accommodations for students with special needs or learning differences.
    - Collaborate with special education staff and other professionals to ensure the inclusion and success of all students in the classroom.
9. Professionalism and Ethical Standards:
    - Adhere to the code of ethics and standards of professional conduct for educators.
    - Demonstrate professionalism, integrity, and respect in all interactions with students, colleagues, parents/guardians, and community members.
10. Additional Duties:
    - Perform other duties as assigned by the school administration, such as attending staff meetings, serving on committees, or participating in school events.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
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- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❏ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❏ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❏ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❏ Outstanding emotional intelligence, communication, and interpersonal skills
- ❏ Strong technical and organizational skills
- ❏ Bachelor’s degree, Master’s Degree (preferred)

- ❑ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
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**1) Why do you want to work at Detroit Achievement Academy?**
**2) Which grade level would you prefer (2nd, 3rd or 4th)? Why?**
**3) If you could choose a single subject (ELA or Math) to teach to that grade level all day, what would your preference be?**
**4) What's your experience working in schools or with children?**
**5) What are your professional goals?**

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## POSITION DESCRIPTION: PRIMARY CREW LEADER (TEACHER, KINDERGARTEN OR 1ST GRADE)

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- **Culture & Character:** Teachers create and nurture a positive, inclusive, and responsive learning environment.
- **Mastery of Knowledge and Skills:** Teachers engage students in rigorous, inspiring content that aligns with appropriate national and state standards for excellence.
- **High Quality Work:** Teachers inspire a love of learning and passion for exploring that leads to high quality work through intentional expeditions, units, and lessons.
- **Cycle of Inquiry:** Teachers constantly gather, analyze, and act on qualitative and quantitative data to plan units and lessons that drive toward the three dimensions of student achievement and build student ownership of learning.

The Primary Crew Leader creates a nurturing and engaging learning environment for young children, typically aged 5 to 7 years old, in a kindergarten or 1st grade classroom setting. Responsibilities will include planning and delivering age-appropriate lessons, managing classroom behavior, assessing student progress, and fostering positive relationships with students, parents, and colleagues. Teachers work closely with educational standards, adapt curriculum to meet diverse needs, and use a variety of teaching strategies to support students' academic and social development. The hours for this position are 7:45am - 4:00pm daily in accordance with the district calendar. Some hours may vary throughout the school year for Student-Led Conferences or Professional Development as requested by school administration or district leadership. This position reports directly to the Director of Primary.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY

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- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

## PRIMARY RESPONSIBILITIES

Commented [1]: This section is new and should be reviewed by DoP / HoS!

1. Classroom Instruction:
    - Plan, prepare, and deliver age-appropriate lessons and activities in accordance with curriculum guidelines.
    - Create a positive and engaging learning environment that fosters students' academic and social development.
    - Utilize a variety of teaching methods and instructional strategies to accommodate diverse learning styles.
2. Curriculum Development:
    - Develop and implement lesson plans that align with educational standards and learning objectives.
    - Adapt curriculum to meet the needs and interests of individual students and the class as a whole.
    - Incorporate technology and hands-on activities to enhance learning experiences.
3. Student Assessment and Progress Monitoring:
    - Assess students' academic abilities and developmental levels through formal and informal methods.
    - Maintain accurate records of students' progress and performance.
    - Provide constructive feedback to students and parents/guardians on academic achievements and areas for improvement.
4. Classroom Management:
    - Establish and enforce clear rules and expectations for behavior.
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    - Foster a supportive and inclusive classroom community where all students feel respected and valued.
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    - Communicate regularly with parents/guardians regarding students' progress, behavior, and classroom activities.
    - Collaborate with parents/guardians to support students' learning and development at home.

- Participate in parent-teacher conferences, school events, and community outreach activities.

6. Professional Development:
    - Participate in ongoing professional development opportunities to enhance teaching skills and stay current with best practices in early childhood education.
    - Collaborate with colleagues and administrators to share ideas and resources for improving teaching and learning.
7. Health and Safety:
    - Ensure the safety and well-being of students at all times.
    - Follow health and safety protocols and procedures, including those related to emergencies, accidents, and illness.
    - Maintain a clean and organized classroom environment conducive to learning.
8. Special Education and Inclusion:
    - Provide support and accommodations for students with special needs or learning differences.
    - Collaborate with special education staff and other professionals to ensure the inclusion and success of all students in the classroom.
9. Professionalism and Ethical Standards:
    - Adhere to the code of ethics and standards of professional conduct for educators.
    - Demonstrate professionalism, integrity, and respect in all interactions with students, colleagues, parents/guardians, and community members.
10. Additional Duties:
    - Perform other duties as assigned by the school administration, such as attending staff meetings, serving on committees, or participating in school events.

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits
- Employer contributions to staff retirement plans
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- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- ❑ Belief in the potential of all students to achieve at high levels across three dimensions and become leaders of their own learning
- ❑ Commitment to and desire for continuously improving personal practice and school culture through rigorous coaching and professional development
- ❑ Proven ability to contribute to and collaborate with a high-performing team toward high, equitable achievement for all students
- ❑ Outstanding emotional intelligence, communication, and interpersonal skills
- ❑ Strong technical and organizational skills

- ❏ Bachelor's degree, Master's Degree (preferred)
- ❏ Michigan teaching certificate (current or in progress)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
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**2) What's your experience working in schools or with children?**
**3) What are your professional goals?**

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## POSITION OVERVIEW: SPECIAL EDUCATION TEACHER

The Special Education teacher at Detroit Achievement Academy and/or Detroit Prep is responsible for the education of each student assigned to his or her caseload, and is responsible for working with students, parents, other teachers and staff, and the Principal towards achieving the mission and goals of Detroit Achievement Academy. The Special Education Teacher is responsible for ensuring all students with disabilities receive a high quality education aligned with his/her personal goals both inside the general education classroom and through pull-out instruction. The Special Education Teacher reports to the Principal.

## WHAT IT MEANS TO WORK AT DETROIT PREP:

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Curriculum/Instruction/Assessment**

- Implement the principles and components of Expeditionary Learning and the Responsive Classroom model. Teachers in their first year at Detroit Achievement Academy and/or Detroit Prep are expected to commit to learning these models by attending various professional development meetings and conferences held throughout the summer and school year.
- Develop and deliver specialized instruction in the classroom and outside the classroom during academic periods designed to help students meet grade-level standards and achieve personal learning goals
- Develop IEPs for special education students

- Ensure the records for each identified student are up to date and well-organized, and contain necessary progress notes and assessments
- Modify assessments and classwork for students with special needs
- Assess student progress against IEP and other goals and use data to plan for instruction
- Support students with completing portfolios and meeting passage requirements
- Collaborate with staff and students to implement consistent structures and develop traditions

**Social Curriculum/School Culture**

- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise.
- Structure an environment that is developmentally appropriate, student-centered, print-rich and well organized.

**Collaboration, Collegiality and Professionalism**

- Meet and plan at least weekly with teachers teaching Special Education students to ensure consistency of program and curriculum implementation.
- Seek to resolve conflicts with colleagues as soon as they arise using the DAA staff norms. Seek support from the Principal when needed.
- Be open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning. Involve students in welcoming visitors and communicating about the program.

**Professional Development**

- Participate in weekly Professional Development meetings and contribute to sessions by sharing ideas and student work, offering feedback, and facilitating some sessions or discussions.
- Participate in a two-week summer professional development before students begin in the fall.

**Parent Communication and Involvement**

- Assist lead teachers in conducting student led conferences with parents 3 times per year for the purpose of sharing assessments and student work and making recommendations. Support students in sharing work with their parents.
- Keep parents informed about classroom activities and units of study through ongoing communication.
- Support parents in understanding the instructional approach at Detroit Achievement Academy through regular communication. Assist with planning and facilitating at least one parent workshop per year.

**Other Professional Responsibilities**

- Attend and participate in school events. Teachers will be asked to attend at least four community meetings or events per year.
- Check voicemail and email daily and respond promptly to requests from parents, administrators and colleagues.
- Supervise students during lunch and recess times according to an agreed upon schedule.

## WHAT WE OFFER

- Competitive base salary
- Special Education certification and/or placement bonuses
- Generous health, dental, and vision benefits

- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues. ● **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Bachelor's degree (required), Master's Degree (preferred)
- Teaching certification with Special Education endorsement (required)
- At least three years prior teaching experience (required)
- Experience in an EL school or project based environment (strongly preferred)
- Strong technical skills required, including knowledge of and comfort with Google suite of tools (e-mail, calendar, Drive, etc.)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at Detroit Prep?**
**2) What's your experience working in Special Education or with children with disabilities?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

**Detroit Achievement Academy (DAA)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

**Detroit Prep (DP)** exists to provide a world-class, equitable education that will give all students a foundation of academic excellence and character development while fostering a love of learning and passion for exploring and fulfilling their extraordinary potential as learners, leaders, and world-changers.

## POSITION OVERVIEW: DIRECTOR OF UPPER (MIDDLE SCHOOL - GRADES 5-8)

The Director of Upper School (Middle School - Grades 5-8) serves as a key leadership figure, dedicated to overseeing the academic and social development of students in the middle school years. This role functions similarly to an Assistant Principal but is specifically tailored to the unique needs and challenges of middle school education. The Director of Upper School will work in close partnership with the Principal to support, develop, and manage the instructional program, school culture, and operational systems for grades 5 through 8. The ideal candidate is passionate about guiding adolescents through this pivotal stage, committed to fostering an environment that balances academic rigor with emotional and social growth, and adept at navigating the complexities of middle school education.

## WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY AND DETROIT PREP

- Being part of a creative and innovative mission-driven small school culture
- Serving as a leader of one of Detroit's most successful schools
- Working in a culture that sets students first and removes obstacles to improvement
- Working alongside a dynamic team of teachers driven by the improvement of their craft
- Being an active participant in our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at Detroit Achievement Academy and/or Detroit Prep
- Having extraordinarily high expectations for all students, staff, and faculty at Detroit Achievement Academy and/or Detroit Prep
- Being supported by your peers, Principal, Head of School, Executive Director, and Board

## PRIMARY RESPONSIBILITIES

**Instructional Leadership:**

- Lead and support teachers in grades 5 through 8 in the design and delivery of high-quality, engaging, and developmentally appropriate instruction that aligns with the school's curriculum and educational philosophy.
- Conduct regular classroom observations, providing constructive feedback and coaching to enhance instructional practices and classroom management, with a focus on meeting the diverse needs of middle school students.
- Model exemplary teaching practices, facilitate targeted professional development sessions, and lead collaborative planning efforts that address the specific challenges of middle school education.
- Ensure that curriculum resources are diverse, inclusive, and effective in meeting the varying academic levels and learning styles of middle school students.

**School Culture and Climate:**

- Promote a positive, supportive school culture that addresses the social-emotional needs of adolescents while fostering academic achievement and personal responsibility.
- Collaborate with teachers to develop and enforce consistent classroom routines, behavioral expectations, and discipline practices that reflect the school's values and middle school philosophy.
- Build strong, trusting relationships with students, parents, and staff, serving as a primary point of contact for issues related to the upper school grades.

**Curriculum and Assessment:**

- Oversee the alignment and implementation of curriculum across grades 5-8, ensuring that instructional practices are coherent and aligned with both school standards and middle school best practices.
- Support teachers in the creation and use of formative and summative assessments to effectively monitor student progress and adapt instruction to meet students' academic needs.
- Lead the analysis of student achievement data in the upper school, working with teachers to develop and implement strategies for improving student outcomes and addressing any academic gaps.

**Family and Community Engagement:**

- Maintain open and consistent communication with families, keeping them informed about their child's academic progress and school events, and involving them in the middle school community.
- Organize and lead parent-teacher conferences for grades 5-8, ensuring productive and collaborative discussions that focus on supporting student growth and development.
- Engage with the broader school community, actively participating in school-wide events, meetings, and initiatives that enhance the middle school experience.

**Professional Development:**

- Collaborate with the Principal and other school leaders to design and deliver professional development tailored to the needs of middle school teachers, ensuring alignment with school goals and student needs.
- Foster a culture of continuous improvement, encouraging middle school teachers to use data, self-reflection, and collaboration to refine their instructional practices.
- Mentor and support the professional growth of middle school teachers, providing regular coaching, feedback, and opportunities for leadership within the school.

**Administrative Duties:**

- Assist in the development and management of schedules, including class schedules, advisory periods, extracurricular activities, and other logistical elements to ensure the effective operation of the upper school.
- Collaborate with the school's leadership team on safety, discipline, and student services matters, ensuring that middle school policies are aligned with the broader school vision.
- Participate in the recruitment, hiring, and onboarding of middle school staff, ensuring the selection of highly qualified and dedicated educators.

●

## WHAT WE OFFER

- Competitive base salary
- Generous health, dental, and vision benefits

- Employer contributions to staff retirement plans
- Up to $500 annually in reimbursable Wellness Funds
- Reimbursement for continuing education or student loan assistance, up to $3,000 annually
- Childcare support reimbursement, up to $1,500 annually
- $0 (employer-paid) healthcare coverage option for individuals and their families
- Weekly professional development with more than 250 professional development hours each year

## QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as a leader.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy and Detroit Prep.
- Master's Degree in Education, Elementary Education, Middle Grades Education or Educational Leadership (preferred)
- State of Michigan Administrative Credential (required)
- Experience in an EL school or project based environment (preferred)

## APPLICATION

**To apply, submit a cover letter and response to the three below questions to:**
**careers@detroitprep.org**

**1) Why do you want to work at DAA or Detroit Prep?**
**2) What's your experience working in social work or with children?**
**3) What are your professional goals?**

*Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds. This Organization participates in E-Verify. Esta Organización participa en E-Verify.*

# SCHEDULE 7-4

# METHODS OF ACCOUNTABILITY AND PUPIL ASSESSMENT

## SCHEDULE 7-4

Grand Valley State University shall evaluate the success of the Academy by considering multiple areas of performance. Criteria that the Grand Valley State University Charter Schools Office will use in its evaluation shall include, but not be limited to, the performance of the Academy in the areas of student performance, board governance, organizational performance, compliance reporting, facility conditions, fiscal strength and reporting and other pertinent performance data, as required by federal and state law, the authorizing contract, or desired by the authorizer for review.

Included in this evaluation shall be the requirements of Article VI Section 6.5 of the authorizing agreement, which states:

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

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

b) an assessment of the Academy's student performance at the end of each academic school year or at such other times as the University Board may reasonably request;

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

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

e) all tests required under Applicable Law.

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

Date: 3/11/25

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Detroit Achievement Academy Board of Directors at a properly noticed open meeting held on the 11th day of March, 2025, at which a quorum was present.

Board Secretary

# SCHEDULE 7-5

# ACADEMY'S ADMISSION POLICIES AND CRITERIA

**Admission and Enrollment Policy**

1. 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. 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 students 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.

2. 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.

3. Legal Notice - The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. At a minimum, the legal notice must include:
    i. The process and/or location(s) for requesting and submitting applications.
    ii. The beginning date and the ending date of the application period.
    iii. The date, time, and place the random selection drawing(s) will be held, if needed.
    iv. The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
    v. 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.

4. 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:
    i. The number of students who have re-enrolled per grade or grouping level.
    ii. The number of siblings seeking admission for the upcoming academic year per grade.
    iii. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
    iv. The number of spaces remaining, per grade, after enrollment of current students and siblings.

5. 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:
    i. Establish written procedures for conducting a random selection drawing.

ii. Establish the maximum number of spaces available per grade or grouping level.
iii. Establish the date, time, place and person to conduct the random selection drawing.
iv. The Academy shall use a credible, neutral “third party” to conduct the random selection drawing. Further, the Academy shall:
    1. Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
    2. Use number, letters, or another system that guarantees fairness and does not give an advantage to any applicant.
    3. 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.

# SCHEDULE 7-6

## SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

# 2025-2026 Scheduled DAYS of Instruction Form - Grades K-12 & Special Education

**COUNT DAYS: Weds., Oct. 1, 2025 and Weds., Feb. 11, 2026**

| | | | | | |
|---|---|---|---|---|---|
| School District: | Detroit Achievement Academy | | | First Day for Students: | 9.2.2025 |
| School Building: | Detroit Achievement Academy, Detroit Prep | Grade Level: | K-8 | Last Day for Students: | 6.12.2026 |

- - - - - - - - This building operates: (check one) - - - - - - - -

X on a district-wide calendar **OR** on an individual building calendar

***INSTRUCTIONS:***

| ***X = NO INSTRUCTION IS SCHEDULED*** | ***H = PART-TIME (HALF-DAY)*** | ***O = OTHER**** |
|---|---|---|
| *Place an "X" by each day with NO instruction scheduled.* | *Place an "H" over each day when instruction is scheduled for part-time (1/2 day).* | *Place an "O" in each day for Other (hrs. different than whole or 1/2 day).* |

***DO NOT PLACE ANY MARK ON A SCHEDULED FULL DAY OF INSTRUCTION.***

**July 2025**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| x | 1 x | 2 x | 3 x | 4 x | Full | 0 |
| 7 x | 8 x | 9 x | 10 x | 11 x | | |
| 14 x | 15 x | 16 x | 17 x | 18 x | 1/2 | 0 |
| 21 x | 22 x | 23 x | 24 x | 25 x | | |
| 28 x | 29 x | 30 x | 31 x | | Other | 0 |
| Comments: | | | | | Total | 0 |

**August 2025**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| | | | x | 1 x | Full | 0 |
| 4 x | 5 x | 6 x | 7 x | 8 x | | |
| 11 x | 12 x | 13 x | 14 x | 15 x | 1/2 | 0 |
| 18 x | 19 x | 20 x | 21 x | 22 x | | |
| 25 o | 26 x | 27 x | 28 x | 29 x | Other | 1 |
| Comments: | | | | | Total | 1 |

**September 2025**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| 1 x | 2 o | 3 o | 4 o | 5 o | Full | 14 |
| 8 | 9 | 10 | 11 | 12 o | | |
| 15 | 16 | 17 | 18 | 19 o | 1/2 | 0 |
| 22 | 23 | 24 | 25 | 26 o | | |
| 29 | 30 | | | | Other | 7 |
| Comments: | | | | | Total | 21 |

**October 2025**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 o | Full | 17 |
| 6 | 7 | 8 | 9 | 10 o | | |
| 13 o | 14 | 15 | 16 | 17 o | 1/2 | 0 |
| 20 | 21 | 22 | 23 | 24 o | | |
| 27 | 28 | 29 | 30 | 31 o | Other | 6 |
| Comments: | | | | | Total | 23 |

**November 2025**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| 3 | 4 o | 5 | 6 | 7 o | Full | 12 |
| 10 | 11 | 12 | 13 | 14 o | | |
| 17 | 18 | 19 o | 20 o | 21 o | 1/2 | 0 |
| 24 | 25 | 26 | 27 x | 28 x | | |
| | | | | | Other | 6 |
| Comments: | | | | | Total | 18 |

**December 2025**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 o | Full | 12 |
| 8 | 9 | 10 | 11 | 12 o | | |
| 15 | 16 | 17 | 18 | 19 o | 1/2 | 0 |
| 22 x | 23 x | 24 x | 25 x | 26 x | | |
| 29 x | 30 x | 31 x | | | Other | 3 |
| Comments: | | | | | Total | 15 |

**January 2026**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| | | | 1 x | 2 x | Full | 15 |
| 5 | 6 | 7 | 8 | 9 o | | |
| 12 | 13 | 14 | 15 | 16 o | 1/2 | 0 |
| 19 x | 20 | 21 | 22 | 23 o | | |
| 26 | 27 | 28 | 29 | 30 o | Other | 4 |
| Comments: | | | | | Total | 19 |

**February 2026**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| 2 | 3 | 4 o | 5 o | 6 o | Full | 10 |
| 9 | 10 | 11 | 12 | 13 o | | |
| 16 x | 17 x | 18 x | 19 x | 20 x | 1/2 | 0 |
| 23 | 24 | 25 | 26 | 27 o | | |
| | | | | | Other | 5 |
| Comments: | | | | | Total | 15 |

**March 2026**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 o | Full | 16 |
| 9 | 10 | 11 | 12 | 13 o | | |
| 16 | 17 | 18 | 19 | 20 o | 1/2 | 0 |
| 23 | 24 | 25 | 26 | 27 o | | |
| 30 x | 31 x | | | | Other | 4 |
| Comments: | | | | | Total | 20 |

**April 2026**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| | | 1 x | 2 x | 3 x | Full | 16 |
| 6 | 7 | 8 | 9 | 10 o | | |
| 13 | 14 | 15 | 16 | 17 o | 1/2 | 0 |
| 20 | 21 | 22 | 23 | 24 o | | |
| 27 | 28 | 29 | 30 | | Other | 3 |
| Comments: | | | | | Total | 19 |

**May 2026**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| | | | | 1 o | Full | 15 |
| 4 | 5 | 6 | 7 | 8 o | | |
| 11 | 12 | 13 | 14 | 15 o | 1/2 | 0 |
| 18 | 19 | 20 | 21 | 22 o | | |
| 25 x | 26 | 27 | 28 | 29 o | Other | 5 |
| Comments: | | | | | Total | 20 |

**June 2026**

| M | T | W | Th | F | | Days |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 o | Full | 6 |
| 8 | 9 | 10 o | 11 o | 12 o | | |
| 15 x | 16 x | 17 x | 18 x | 19 x | 1/2 | 0 |
| 22 x | 23 x | 24 x | 25 x | 26 x | | |
| 29 x | 30 x | | | | Other | 4 |
| Comments: | | | | | Total | 10 |

***SCHEDULED DAYS NOT IN SESSION - INTERRUPTIONS***

List date(s) and reason(s) your bldg. was not in session due to an unplanned event; i.e, snow day, power, or boiler failure, etc…

| Date Not in Session or Early Release Time and Reason | Date Rescheduled |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

***SUMMARY TOTAL SCHEDULED DAYS***

| | |
|---|---|
| **Full-Time** | **133** |
| **1/2 Days** | **0** |
| **Other** | **48** |
| **TOTAL** | **181** |

**COPY OF SUPPORTING DOCUMENTATION MUST BE ATTACHED**

**AUDITOR USE ONLY:**

Full Days: _____
Half Days: _____
Other: _____

**Not in Session**

Weather: _____
Other: _____
Rescheduled: _____
Total in Session _____

**Auditors' Comments:**

I certify that the above information is true and accurate:

Authorized Representative Signature | Title | Date

NOTE:
Edit year
To updat
and date
DO NOT
Formulas

# Scheduled Daily Clock HOURS of Instruction

**FULL-DAY KINDERGARTEN, GRADES 1-12, & SPEC. ED.**

| DISTRICT: | Detroit Achievement Academy |
|---|---|

**School Year:** 2025 - 2026

| BUILDING/ PROGRAM: | Detroit Prep, Detroit Achievement Academy | GRADE LEVEL: | K-8 |
|---|---|---|---|

**COUNT DAY: (please check)**

X Fall X Spring

**INSTRUCTIONS:** Complete PART A for all variations of each bldg./program full time schedule & for each partial day where a varying schedule occurs in the bldg./program. After documenting the daily hrs. in PART A, summarize the total hrs. scheduled for each bldg./program in Part B.

**Check One:** __X__ Full-Day _____ Partial-Day _____ Other* (*Give dates & descriptions of type of day; i.e., early dismissal, late starts, etc...)

## PART A - CALCULATION OF DAILY SCHEDULED HOURS

IN MINUTES

| PERIOD | INSTRUCTIONAL TIME START TIME | INSTRUCTIONAL TIME END TIME | CLASS TIME | PASSING TIME FROM PERIOD | TOTAL |
|---|---|---|---|---|---|
| Example | 7:45 | 8:30 | 45 | 5 | 50 |
| 1 | 8:15 AM | 11:45 AM | 210 | | 210 |
| LUNCH | 11:45 AM | 12:15 PM | 30 | | |
| 3 | 12:15 PM | 3:45 PM | 210 | | 210 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| | | | Total Minutes | | 420 |
| | | | | Divide by 60 | |
| | | | Total Hours | | 7.00 |

## PART B - CALCULATION OF TOTAL SCHEDULED HOURS

| | Daily Scheduled Hours | Times | Scheduled Days** | | Scheduled Hours |
|---|---|---|---|---|---|
| Full Days | 7.00 | X | 133 | = | 931.00 |
| Partial Day(s) | | X | 0 | = | |
| Other Day(s) | 5.00 | X | 48 | = | 240.00 |
| Other Day(s) | | X | | = | |
| Other Day(s) | | X | | = | |
| TOTAL DAYS/HOURS SCHEDULED | | | 181 | | 1,171.00 |

* This information should be obtained from the Scheduled Days of Instruction Form.

*All days identified as "Other" on calendar must have "Scheduled Daily Clock Hours of Instruction Form" completed.

## REMINDERS

1. Passing time TO first period MUST BE EXCLUDED.
2. Homeroom may be counted up to 15 mins. which includes passing time.
3. Up to 30 mins. per day of passing time may be counted between classes
4. Only ONE passing time for lunch period may be counted.
5. The longest lunch period MUST BE EXCLUDED.
6. Passing time FROM last period MUST BE EXCLUDED.
7. Recess may be counted ONLY IF supervised by a certificated teacher and shall not exceed 30 minutes. May also be attached to lunch if reasonable time.
8. For high schools, 1 or 2 study halls may be counted ONLY if supervised by a certificated teacher and the local school district provided at least 1,188 hours of instruction (1,098 + 90).

## CERTIFICATION

I certify the information submitted is true & accurate to the best of my knowledge. All hours for which enrollment is reported are eligible for pupil membership. A copy of each teacher's certificate is on file at the local education agency.

Authorized Representative

Title

Date

# Scheduled Daily Clock HOURS of Instruction

**FULL-DAY KINDERGARTEN, GRADES 1-12, & SPEC. ED.**

| DISTRICT: | Detroit Achievement Academy |
|---|---|

**School Year:** 2025 - 2026

| BUILDING/ PROGRAM: | Detroit Prep, Detroit Achievement Academy | GRADE LEVEL: | K-8 |
|---|---|---|---|

**COUNT DAY: (please check)**

X Fall X Spring

**INSTRUCTIONS:** Complete PART A for all variations of each bldg./program full time schedule & for each partial day where a varying schedule occurs in the bldg./program. After documenting the daily hrs. in PART A, summarize the total hrs. scheduled for each bldg./program in Part B.

**Check One:** _____ Full-Day _____ Partial-Day __x__ Other* (*Give dates & descriptions of type of day; i.e., early dismissal, late starts, etc...)

Each Friday for teacher PD, each student-led conference W and Th to allow more time for conferences and parental participation

## PART A - CALCULATION OF DAILY SCHEDULED HOURS

IN MINUTES

| | INSTRUCTIONAL TIME | | | | |
|---|---|---|---|---|---|
| PERIOD | START TIME | END TIME | CLASS TIME | PASSING TIME FROM PERIOD | TOTAL |
| Example | 7:45 | 8:30 | 45 | 5 | 50 |
| 1 | 8:15 AM | 11:45 AM | 210 | | 210 |
| LUNCH | 11:45 AM | 12:15 PM | 30 | | |
| 2 | 12:15 PM | 1:45 PM | 210 | | 90 |
| | | | | | 0 |
| | | | | | 0 |
| | | | | | 0 |
| | | | | | 0 |
| | | | | | 0 |
| | | | Total Minutes | | 300 |
| | | | | Divide by 60 | |
| | | | Total Hours | | 5.00 |

## PART B - CALCULATION OF TOTAL SCHEDULED HOURS

| | Daily Scheduled Hours | Times | Scheduled Days** | | Scheduled Hours |
|---|---|---|---|---|---|
| Full Days | 7.00 | X | 133 | = | 931.00 |
| Partial Day(s) | | X | 0 | = | |
| Other Day(s) | 5.00 | X | 48 | = | 240.00 |
| Other Day(s) | | X | | = | |
| Other Day(s) | | X | | = | |
| TOTAL DAYS/HOURS SCHEDULED | | | 181 | | 1,171.00 |

* This information should be obtained from the Scheduled Days of Instruction Form.

*All days identified as "Other" on calendar must have "Scheduled Daily Clock Hours of Instruction Form" completed.

## REMINDERS

1. Passing time TO first period MUST BE EXCLUDED.
2. Homeroom may be counted up to 15 mins. which includes passing time.
3. Up to 30 mins. per day of passing time may be counted between classes
4. Only ONE passing time for lunch period may be counted.
5. The longest lunch period MUST BE EXCLUDED.
6. Passing time FROM last period MUST BE EXCLUDED.
7. Recess may be counted ONLY IF supervised by a certificated teacher and shall not exceed 30 minutes. May also be attached to lunch if reasonable time.
8. For high schools, 1 or 2 study halls may be counted ONLY if supervised by a certificated teacher and the local school district provided at least 1,188 hours of instruction (1,098 + 90).

## CERTIFICATION

I certify the information submitted is true & accurate to the best of my knowledge. All hours for which enrollment is reported are eligible for pupil membership. A copy of each teacher's certificate is on file at the local education agency.

Authorized Representative

Title

Date

# SCHEDULE 7-7

## AGE/GRADE RANGE OF PUPILS ENROLLED

## AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED

The Academy will enroll students in kindergarten through eighth grade that are age appropriate.

## SCHEDULE 7-8

## ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE




# FACILITY INFORMATION

7000 Outer Drive is 22,000 square feet, one story, and make of brick. The building has a gymnasium, four sets of bathrooms, administrative offices, and 11 classrooms. The property includes 5 acres of fenced-in land upon which we will build a playspace and garden. The property also includes a 100 space parking lot.




Detroit Prep is located at 8411 Sylvester Detroit, MI 48214, in a building which is three stories and brick. The premises consists of approximately 24 classrooms, a multipurpose room, a cafeteria, four administrative offices, a special education suite, an outdoor play space, and a 50 car parking lot.

# LEASE

**Between**

**LANDLORD: DETROIT PREP QALICB,**
**a Michigan non-profit corporation,**

**And**

**TENANT: DETROIT ACHIEVEMENT,**
**a Michigan non-profit corporation**

**Dated: November 21, 2018**

# LEASE

## SECTION 1
## SCHEDULE

| | |
|---|---|
| **LANDLORD:** | NAME: Detroit Prep QALICB<br>ADDRESS: 7000 W Outer Drive, Detroit, MI, 48235 |
| **TENANT:** | NAME: Detroit Achievement<br>ADDRESS: 7000 W Outer Drive, Detroit, MI, 48235 |
| **DEMISED PREMISES:** | Land located in the City of Detroit, Wayne County, Michigan at 8411 Sylvester, Detroit, Michigan as described in legal description attached as Exhibit A (the "Site"), together with all improvements located thereon, including without limitation the existing building, and the Landlord Improvements (defined herein)(collectively, the "Demised Premises") |
| **LEASE TERM:** | The Delivery Date (as defined herein) until June 30, 2043 unless terminated sooner pursuant to Paragraph 2.2. |
| **EFFECTIVE DATE** | The date this Lease has been executed by Landlord and Tenant below. |
| **COMMENCEMENT DATE:** | The Delivery Date (as defined herein) |
| **TERMINATION DATE:** | June 30, 2043. |
| **BASE RENT:** | Annual Base Rent for each Lease Year shall be as set forth in Exhibit B attached hereto. |
| **EXHIBITS ATTACHED:** | "A" - Legal Description<br>"B" - Base Rent Schedule<br>"C" – Description of Plans and Specifications |

## SECTION 2
## GRANT, TERM AND TERMINATION OF PRIOR LEASE

### 2.1 Demised Premises

Landlord, in consideration of the rents to be paid and the covenants, promises and agreements to be performed by Tenant, does hereby lease to Tenant and Tenant hereby rents from Landlord, the Demised Premises described in Section 1.

### 2.2 Term

The term of this Lease shall be for the Lease Term, unless the Lease Term is extended or sooner terminated in accordance with the provisions of this Lease. Also, the Lease Term shall immediately terminate if at any time Tenant's authorization to operate a public school academy is terminated in accordance with Article X of a certain Contract to Charter a Public School Academy and Related Documents dated July 1, 2013, as amended, issued by Grand Valley State University Board of Trustees ("Authorizer") to Tenant (the "Charter School Contract").

## SECTION 3
## CONSTRUCTION OF DEMISED PREMISES

### 3.1 Construction

Landlord agrees to cause Substantial Completion (defined below) of the certain improvements to the Demised Premises pursuant to the plans and specifications described on Exhibit C attached hereto (the "Landlord Improvements"), at Landlord's sole cost and expense, prior to August 1, 2019 (the "Delivery Date").

### 3.2 Delays

In the event Landlord's contractors shall be delayed or hindered in the construction of the Landlord Improvements or prevented from completing such construction or prevented from delivering possession of the Demised Premises on or prior to the Delivery Date because of any strike, lockout, labor dispute; fire, damage or destruction or casualty; unavailability of material; weather; power failures; unavailability of utilities; restrictive governmental laws or regulations; riots; insurrection; war; or any other reason, beyond the reasonable control of the Landlord or its contractors ("Force Majeure Event"), then Landlord shall be excused for the period of delay caused by the Force Majeure Event and the Delivery Date shall be extended for such period of delay.

### 3.3 Substantial Completion

"Substantial Completion" shall mean the completion of the Landlord Improvements so that the Demised Premises is available and all required governmental permits and approvals have been obtained (including a certificate of occupancy) for occupancy and use by Tenant as an "public school academy" pursuant to MCL 380.1, et seq..

## SECTION 4
## POSSESSION AND COMMENCEMENT OF TERM

### 4.1 Possession and Commencement of Lease Term

Landlord shall deliver possession and occupancy of the Demised Premises to Tenant and the Lease Term shall commence on the Delivery Date.

### 4.3 Memorandum

Upon request of the Landlord, Tenant shall join with Landlord in the execution of a written memorandum confirming the Commencement Date and Termination Date of the Lease Term. Tenant's failure to execute the Memorandum (if requested by Landlord) shall be a default by Tenant under this Lease.

## SECTION 5
## BASE RENT

### 5.1 Base Rent

Tenant shall pay to Landlord Base Rent during the Lease Term. Base Rent shall be payable in quarterly installments partially in advance and partially in arrears (with each payment being made for the entirety of the current calendar quarter) in the annual amounts set forth in Exhibit B attached hereto for each Lease Year with the first such payment due on September 1, 2019 and then on the 1st day of each December, March, June and September of each Lease Year thereafter, at the office of Landlord stated in Section 1 or such other place designated by Landlord. Notwithstanding the foregoing, (i) the first quarterly installment of Base Rent due on September 1, 2019 shall be prorated to reflect the partial calendar quarter from the Commencement Date through September 30, 2019, and (ii) a payment of Base Rent in the amount of $18,000 shall be due on November 21, 2025 which amount shall be subtracted from the amount of the quarterly installment of Base Rent due on December 1, 2025.

### 5.2 Rent Net of Expenses

It is the intention of the Landlord and Tenant for this Lease to be a triple-net lease where Tenant is obligated for all expenses of operating the Premises, including property taxes, property casualty and liability insurance, all maintenance and repairs to the Demised Premises. In connection with the foregoing, Landlord and Tenant intend that Base Rent due hereunder, together with any adjustments during the Lease Term shall be absolutely net of all costs, expenses, taxes (real and personal) and charges of every kind and nature whatsoever relating to the ownership, occupancy or use of the Demised Premises. To the extent permitted by law and without waiving any privilege or immunity, Tenant shall indemnify and hold Landlord harmless from and against any such costs, expenses, taxes (real or personal) and charges for which Tenant is responsible under this Lease.

### 5.3 Additional Rent

All amounts due from Tenant and payable to Landlord or the provider of any service (such as utilities, maintenance, etc.), if provided directly to Tenant, excluding Base Rent, including, without limitation, utilities, taxes, maintenance and insurance costs shall be deemed to be additional rent ("Additional Rent"). Upon Tenant's failure to pay any such amount, Landlord, in addition to any other remedies, shall have the same remedies provided for Tenant's failure to pay Base Rent (Base Rent, together with the Additional Rent, shall be collectively referred to as "Rent"). Tenant shall pay any and all sums of money or charges required to be paid by Tenant under this Lease, including, but not limited to, Additional Rent, promptly when the same are due, without any deductions or setoff whatsoever except as otherwise specifically set forth herein. Landlord will forward to Tenant any bills Landlord receives that Tenant is obligated to pay, including but not limited to tax, utility and other service bills, within five (5) days of Landlord's receipt thereof.

### 5.4 Lease Year

"Lease Year" shall mean a period of twelve (12) consecutive calendar months, except (a) the last year of the Lease Term, which shall expire on the Termination Date and (b) the first Lease Year, shall begin on the Commencement Date and expire on June 30, 2020.

## SECTION 6
## UTILITIES

Tenant agrees to pay all charges made against the Demised Premises for gas, heat, water, air conditioning, electricity, sanitary and storm sewage disposition, telephone and all other utilities ("Utilities") during the Lease Term (but specifically excluding the expenses of bringing Utilities to the Site and to the improvements constituting the Landlord Improvements and separately metering the Utilities, which costs are included as part of the Landlord Improvements) as the same shall become due all of which shall be separately metered and billed directly to Tenant. Landlord shall not be liable to Tenant for the quality or quantity of any such utilities, or for any interruption in the supply of any such utilities.

## SECTION 7
## TAXES AND ASSESSMENTS

### 7.1 Obligation

Tenant agrees to pay to Landlord as Additional Rent any and all Taxes (as defined in Section 7.2) assessed against the Demised Premises for each Lease Year or partial Lease Years during the Lease Term.

### 7.2 Definition

"Taxes" shall be defined as: (a) all taxes (either real or personal), assessments (general or specific), all water and sewer charges, and all other governmental impositions, which may

be levied during the Lease Term upon the land, buildings or improvements comprising the Demised Premises or any part thereof; (b) all other taxes and other charges imposed by the State of Michigan or any subdivision thereof which: (1) are in replacement of or in lieu of increases in all or any part of ad valorem taxes as sources of revenue and (2) are based in whole or in part upon Demised Premises or any interest therein or the ownership thereof, or the rents, profits or other income therefrom, including, without limitation, income, single business, franchise, excise, license, privilege, sales, use, and occupancy taxes; (c) a tax or surcharge of any kind or nature upon, against or with respect to the parking areas or the number of parking spaces on the Demised Premises; and (d) all costs and expenses incurred by Landlord during the lease term for negotiations for or contests of the amount of such taxes and assessments, without regard to the result, including, without limitation, actual attorneys' fees; provided, that Tenant pre-approves such contests for taxes or assessments. Taxes shall not include any tax on the net income of Landlord, except to the extent included in subparagraph (b) above.

### 7.3 Payments

Taxes on the Demised Premises levied or assessed for or during the Lease Term shall be paid to Landlord within ten (10) days after Landlord delivers to Tenant a statement for such Taxes. The Taxes for the years in which this Lease commences and terminates shall be prorated on a due date basis.

### 7.4 Tenant's Taxes

Tenant shall pay all real and personal property taxes levied or assessed against Tenant's property and improvements upon or affixed to the Demised Premises, including taxes attributable to all alterations, additions, or improvements made by Tenant.

## SECTION 8
## USE OF DEMISED PREMISES

### 8.1 Use of Demised Premises

Tenant shall use and occupy the Demised Premises during the Lease Term only for the purpose of managing and operating a public school academy that will serve students in grades K-8, and attendant office use, and for no other purpose without the prior written consent of Landlord, which may be granted or withheld in its sole and absolute discretion. Without limiting the generality of the foregoing, in no event shall any use of the Demised Premises include (A) the rental to others of residential rental property, which is defined in Section 168(e)(2)(A) of the Internal Revenue Code of 1986 (the "Code") as property where eighty percent (80%) or more of the gross rental income from such property is derived from the rental of dwelling units, or (B) the operation of any: (1) private or commercial golf course, (2) country club, (3) massage parlor, hot tub facility, or suntan facility, (4) race track or other facility used for gambling, or (5) store the principal business of which is the sale of alcoholic beverages for consumption off premises. ANY VIOLATION OF THE FOREGOING USE RESTRICTIONS SHALL BE A MATERIAL DEFAULT GIVING RISE TO AN IMMEDIATE RIGHT OF TERMINATION OF THE

LEASE TO THE EXTENT PERMITTED BY APPLICABLE LAW SUBJECT TO THE MINIMUM NOTICE REQUIREMENTS OF APPLICABLE LAW.

Tenant shall not use or permit any person to use the Demised Premises or any part thereof for any use or purpose other than the use stated in this Lease or in violation of any law, statute, order, ordinance, code, rule or regulation of any federal, state or municipal body or other governmental agency or authority having jurisdiction thereof, including, without limitation, zoning, land use and building ordinances, uses and requirements; occupational safety and health requirements; community right-to-know requirements; the Americans With Disabilities Act of 1990; and state and federal environmental laws (collectively "Laws"), affecting the Demised Premises, if any; provided, however, that Tenant shall not be responsible for any violation of Laws or any condition at the Demised Premises existing on or before the Commencement Date. Tenant shall comply strictly with each and every term, condition and requirement of the Charter School Contract.

### 8.2 Care of Demised Premises

Tenant shall keep the Demised Premises orderly, neat, safe and clean and free from rubbish and dirt at all times and shall store all inventory, supplies, trash and garbage within the buildings on the Demised Premises. Tenant shall keep the driveways and walkways within the Demised Premises free from snow and ice, and shall arrange for the regular removal of snow during the winter months and the pick up of trash and garbage at Tenant's expense. At the expiration of the Lease Term, or the sooner termination thereof, Tenant shall surrender the Demised Premises in as good condition and repair as existed at the time Tenant took possession, reasonable wear and tear excepted.

### 8.3 Hazardous Substances

Tenant shall not use, cause or permit the Demised Premises to be used to generate, manufacture, refine, transport, treat, store, handle, dispose, transfer, produce or process hazardous substances.

## SECTION 9
## INDEMNITY

### 9.1 Indemnity

To the extent permitted by applicable law and without waiving any privilege or immunity, Tenant shall defend, indemnify and hold harmless Landlord and Landlord's officers, directors, employees and agents (regardless of any negligence imputed to Landlord by law due to its ownership of the real property involved), from and against any and all claims, suits, personal injuries, death, property damage, liabilities, damages, losses, costs or expenses, including, without limitation, reasonable legal, accounting, consulting, engineering and other expenses (collectively “Damages”) which may be imposed upon, incurred by, or asserted against Landlord or Landlord's officers, directors, employees or agents (collectively “Indemnified Parties”), arising directly or indirectly from any (a) occurrence on or about the Demised Premises from any cause whatsoever from and after

the Commencement Date and during the Lease Term, (b) failure of Tenant to comply with any provision of this Lease, (c) failure of any subtenant to comply with any provision of any sublease, (d) occupancy or use by Tenant and/or subtenant of the Demised Premises or any act or omission of Tenant, its employees, agents, representatives, invitees, licensees and contracting parties or any subtenant, or (e) failure of Tenant to strictly comply with the terms and conditions of the Charter School Contract. The indemnities provided herein shall include attorneys' fees incurred by the Indemnified Parties in connection with such Damages or to enforce the indemnity given hereunder. Tenant shall not be required, however, to indemnify Landlord against Damages arising from Landlord's gross negligence or willful misconduct. Any liability or loss as to which the Indemnified Parties are entitled under this Section 9.1 and all expenses incurred in connection therewith including, but not limited to, attorneys fees, shall constitute Additional Rent payable upon demand.

**9.2 Liability Insurance**

Tenant shall procure and keep in effect during the Lease Term commercial, general liability insurance on an occurrence basis, including operations and insured contract coverage, for personal injury or death or property damage occurring in, upon or about the Demised Premises or any street, drive, sidewalk, curb or passageway adjacent thereto in the amount reasonably required by Landlord (but in no event less than Ten Million ($10,000,000) Dollars combined single limit per occurrence, which may be based on a combination of primary coverage plus excess insurance or "umbrella" coverage. Any contractual liability coverage for indemnifications given by Tenant under this Lease shall not in any way limit such indemnifications. All liability policies shall contain aggregate limits applying on a per location basis and shall name landlord and any lender designated by landlord as additional insured on a primary non-contributory basis.

**9.3 Delivery of Policy.**

Tenant shall provide Landlord with evidence of the above-referenced insurance on or before the Commencement Date. Evidence of such insurance shall be in the form of an insurance policy or binder. Landlord shall be named as an additional insured on all such policies. Such insurance policies shall prohibit cancellation, alterations, changes, amendments, modifications, deletions or reductions in coverage either at the insistence of Tenant or the insurance company issuing the policy, without at least thirty (30) days prior written notice having been given to Landlord. If Tenant fails to maintain such insurance coverage, Landlord may, at its option, procure such insurance for the account of Tenant and the cost thereof shall be paid by Tenant to Landlord upon delivery to Tenant of bills therefore. The insurer or insurers shall be such as may from time to time be approved by Landlord and shall be issued by insurance companies authorized to do business in the State of Michigan.

## SECTION 10
## MAINTENANCE AND REPAIRS

### 10.1 Maintenance and Repairs

Tenant shall, at its sole cost and expense, during the Lease Term, maintain, repair and replace and keep neat and in good appearance and condition the Demised Premises, including, but not limited to, the roof, exterior, interior, ceiling, electrical system, plumbing system, HVAC system, storm sewers, sanitary sewers, water main, the driveways, walkways, parking area, lighting facilities, landscaping and land, which are part of the Demised Premises; provided, however, that Tenant shall not be responsible for (a) latent defects at the Demised Premises, or (b) any work covered by warranties Landlord receives from any construction contractor, subcontractor or materialman providing services and/or material in connection with the Landlord Improvements, all of which maintenance Landlord shall be responsible to cause to be performed at its cost. The plumbing system, including the sewage facility, serving the Demised Premises shall not be used for any purpose other than for which it was constructed and Tenant shall not introduce any matter therein which results in blocking such system. Tenant shall, at its sole cost and expense, also repair or replace the driveways, walkways, parking areas, and landscaping on the Demised Premises. Tenant shall, at its sole cost and expense, contract with contractors acceptable to Landlord (except in the case of emergency) for the performance of all maintenance, repairs and replacement required of Tenant under this Lease. Tenant shall perform such maintenance, repairs and replacement so as to maintain the Demised Premises in the same condition in which it was delivered to Tenant, reasonable wear and tear excepted. Such maintenance, repair and replacement obligations of Tenant shall include items deemed to be capital improvements for tax purposes. The maintenance, repair and replacement obligations of Tenant hereunder, shall survive termination of this Lease to the extent such obligations accrued prior to the termination of this Lease.

### 10.2 Compliance with Laws

During the term of this Lease, Tenant shall comply with all Laws (as defined in Section 8.1) and make any repairs, additions, modifications or alterations to the Demised Premises, regardless of the nature thereof, which are required by any Laws or required by the insurance carrier to maintain the insurance required under this Lease; provided, however, that Tenant shall not be responsible for any conditions existing at the Demised Premises prior to the Lease Commencement Date, or to perform any obligation that was to be performed by Landlord as part of the Landlord Improvements.

## SECTION 11
## TENANT'S ALTERATIONS

Tenant shall not make any structural alterations, additions, modifications or improvements to the Demised Premises without the prior written consent of Landlord, which consent may be granted or withheld in the sole and absolute discretion of Landlord. Tenant shall not make any non-structural alterations, additions, modifications or improvements having

a cost in excess of $10,000 to the Demised Premises without the prior written consent of Landlord, which consent shall not be unreasonably withheld. All work done in connection with any change or alteration shall be done promptly and in a good and workmanlike manner and in compliance with the building and zoning laws of the place in which the Demised Premises are located and with all laws, ordinances, orders, rules, regulations and requirements of all governmental authorities. The cost of any such change or alteration shall be paid in cash so that the Demised Premises shall at all times be free of liens for labor and materials supplied or claimed to have been supplied to the Demised Premises. All improvements and alterations made or installed by Tenant in or on the Demised Premises shall immediately upon completion or installation thereof be and become a part of the Demised Premises and subject as such to the terms of this Lease.

## SECTION 12
## PROPERTY INSURANCE, REBUILDING AND WAIVER OF SUBROGATION

### 12.1 Property Insurance

Tenant shall, during the Lease Term, at its sole cost and expense keep the Demised Premises insured for the benefit of Landlord:

(i) by a special form "All Risk of Physical Loss" policy subject to no co-insurance requirements including any endorsements reasonably required by Landlord and in an amount equal to the full replacement and reconstruction cost of the building and valued on a replacement cost basis. The limit shall take into account the replacement value of the building and improvements which are a part of the Demised Premises (including any alterations made by Tenant and incorporated into the Demised Premise) as determined solely by Landlord, without allowance for depreciation and exclusive of the cost of excavations, foundations and footings. This policy shall contain Ordinance /Increased Cost of Construction/Demolition coverage subject to a limit of no less than $500,000;

(ii) against damage by flood if the Site is located in an area identified by the Secretary of Housing and Urban Development, or any successor, as an area having special flood hazard and in which flood insurance has been made available under the Flood Acts, in an amount determined solely by Landlord;

(iii) against damage or loss from (1) sprinkler system leakage, and (2) boilers, if any, boiler tanks, if any, heating and air-conditioning equipment, pressure vessels, auxiliary piping and similar apparatus, in an amount determined solely by Landlord; and

(iv) during the period of any construction, repair, restoration, or replacement of the Demised Premises, performed after the construction of the Landlord Improvements, by a standard builder's risk policy with extended coverage in an amount at least equal to the full replacement and reconstruction cost and valued on a replacement cost basis, workers compensation in statutory amounts, and such endorsements as required by Landlord.

Tenant shall provide Landlord with evidence of the above-referenced insurance on or before the Commencement Date. Evidence of such insurance shall be in the form of an insurance policy or binder. The policy shall contain a standard mortgagee endorsement in favor of Lender (as defined below) and Landlord and any mortgagee shall be named as additional insureds and loss payees on all such policies. Such insurance policies shall prohibit cancellation, alterations, changes, amendments, modifications, deletions or reductions in coverage either at the insistence of Tenant or the insurance company issuing the policy, without at least thirty (30) days prior written notice having been given to Landlord and mortgagee. If Tenant fails to maintain such insurance coverage, Landlord may, at its option, procure such insurance for the account of Tenant and the cost thereof shall be paid by Tenant to Landlord upon delivery to Tenant of bills therefore. The insurer or insurers shall be such as may from time to time be approved by Landlord and shall be issued by insurance companies authorized to do business in the State of Michigan.

**12.2 Rebuilding**

If the Demised Premises shall become damaged by fire or other casualty, Landlord may either restore the Demised Premises or make it tenable (to the extent of available insurance proceeds) or terminate this Lease by notifying the Tenant of such termination within thirty (30) days after the date of such damage, at its sole option. Tenant shall immediately notify Landlord of the occurrence of a fire or other casualty at the Demised Premises. If Landlord shall elect to restore the Demised Premises, then in no event shall Tenant's obligation to pay Base Rent and all other Rent abate following any casualty or destruction of the Demised Premises.

**12.3 Waiver of Subrogation**

Any property insurance policy carried by Landlord or Tenant or any policy covering both the interest of Landlord or Tenant under this Section 12 shall include a provision under which the insurance company waives all right of recovery by way of subrogation against Landlord or Tenant in connection with any loss or damage covered by any such policy. Landlord or Tenant hereby release and discharge each other from any liability whatsoever arising from any loss, damage or injury caused by fire or other casualty to the extent of the insurance covering such loss, damage or injury.

## SECTION 13
## EMINENT DOMAIN

**13.1 Condemnation**

If all or any material part of the Demised Premises shall be taken or condemned by any competent authority for any public use or purpose, the Lease Term shall, at the option of Landlord, end as of the date of a stipulation, agreement, or order of possession. If the Demised Premises may not be reasonably used for the purpose contemplated by this Lease following any taking, Tenant, at its sole and absolute discretion, may terminate this Lease by written notice to Landlord. In the event of a termination pursuant to this Section, Rent

shall be pro rated to the date of such taking. In the event of a condemnation, Landlord shall be entitled to the entire condemnation award, except that Tenant shall be entitled to receive any portion of the condemnation proceeds awarded for Tenant moving costs and related expenses, diminution in value of the leasehold interest only, and other just compensation and reimbursement to which Tenant is entitled from the condemning authority.

## SECTION 14
## ACCESS TO PREMISES

Landlord or Landlord's agent shall have the right to enter the Demised Premises at all reasonable times to inspect or examine the same, and to make such tests, repairs, alterations, improvements or additions as Landlord may deem necessary or desirable. Landlord shall conduct all inspections and examinations and all repairs, alterations, improvements and/or additions in such a manner so as to not unreasonably disrupt the operations of Tenant at the Demised Premises. Landlord and Landlord's agent shall comply with all Laws when accessing the Demised Premises.

## SECTION 15
## FIXTURES AND EQUIPMENT

All furnishings, fixtures and equipment incorporated into and/or affixed to the Demised Premises by Landlord shall remain the property of Landlord at the termination of this Lease. Unless otherwise agreed to in a prior writing signed by Landlord and Tenant, if Tenant installs any furnishings, fixtures or equipment during the Term of this Lease that are incorporated into and/or affixed to the buildings or improvements located on the Demised Premises and cannot be removed without substantial damage or injury to the buildings or improvements, then they shall become the property of Landlord at the termination of the Lease Term and shall not be removed without Landlord's prior written consent, which may be granted or withheld in its sole and absolute discretion. All fixtures and equipment installed by Tenant and not removed at the termination of the Lease Term shall remain the property of Landlord. In the event Landlord consents to such removal, Tenant shall remove such fixtures in accordance with all applicable Laws and shall repair any such damage or injury in a good and workmanlike manner.

## SECTION 16
## ASSIGNMENT, SUBLETTING AND TRANSFERS BY TENANT

Tenant shall not sell, assign, sublet, hypothecate, encumber, mortgage or in any manner transfer this Lease or any estate or interest therein (including any transfer by operation of law or otherwise), the Demised Premises or any part thereof or permit the use of the Demised Premises by any person or entity other than Tenant without the prior written consent of the Landlord, which may be granted or withheld in its sole and absolute discretion.

## SECTION 17
## SALE OR TRANSFER

Landlord shall have the right to sell, transfer or assign the Demised Premises ("Conveyance"). In the event of Conveyance, Tenant shall attorn to the purchaser, transferee or assignee ("Transferee") and recognize such Transferee as Landlord under this Lease and Landlord shall be relieved from all subsequent obligations and liabilities under this Lease, provided such obligations are assumed in writing by such Transferee and a copy thereof is provided to Tenant.

## SECTION 18
## DEFAULT, RE-ENTRY AND DAMAGES

### 18.1 Default

The following non-exhaustive list of events shall constitute a default ("Default") under this Lease:

(a) Tenant fails to pay within seven (7) days of the due date any Base Rent or Additional Rent due hereunder on the day the same shall be due;

(b) Tenant fails to perform any of the terms and conditions under this Lease, other than the payment of Base Rent or Additional Rent and other than any other default, breach or failure identified in a separate paragraph of this Section 18.1, and such failure remains uncured for thirty (30) days following written notice;

(c) Tenant not operating the Detroit Prep school ("School") at the Demised Premises in accordance with the Charter School Contract;

(d) Tenant has abandoned or vacated the Demised Premises;

(e) The failure of Tenant to establish policies required by the Charter School Contract when and as required by the Charter School Contract;

(f) The termination or expiration of the Charter School Contract or any failure to renew or extend the Charter School Contract for any reason or no reason; unless Tenant enters into a replacement charter contract which authorizes Tenant to operate a public school academy at the Demised Premises for the same grade range as the Charter School Contract;

(h) The failure of Tenant to comply with any Reporting Requirement set forth in Section 19 of this Lease;

(i) The failure of Tenant to comply with the restrictions on the use of the Demised Premises set forth in Section 8.1 of this Lease; and

### 18.2 Landlord's Remedies Upon Default

(a) In the event of the occurrence of a Default, in addition to all of its other remedies under this Lease and available at law or in equity, Landlord shall have the right to re-enter the Demised Premises, in accordance with applicable law, to remove all persons and property therefrom. Upon the occurrence of a Default, Landlord, at its option, may either terminate this Lease, or without terminating this Lease, relet the Demised Premises or any part thereof on such terms and conditions, as Landlord deems advisable in its sole and absolute discretion. No such eviction, entry or taking of possession of the Demised Premises, whether through summary eviction proceedings or by self-help, shall be construed as an election on its part to terminate this Lease unless Landlord provides written notice of such intention to Tenant or unless termination is declared by a court of competent jurisdiction.

(b) In addition to any other remedy provided for herein, if Landlord brings suit to recover possession of the Demised Premises or money due under this Lease or a suit for the breach of an obligation Tenant should have performed under the Lease and if the Landlord prevails, the Tenant shall pay the Landlord for expenses incurred in the action, including reasonable attorneys fees. Such expenses shall be deemed to have an incurred when the action commences and shall be enforced whether or not the action is prosecuted to judgment. In the event Tenant prevails in any lawsuit in connection with the Demised Premises, Tenant shall have its expenses, including reasonable attorney fees, paid by Landlord.

### 18.3 Waiver of Jury Trial and Counterclaim

In the event Landlord commences any proceedings for non-payment of Rent, Additional Rent, or any other amount payable to Landlord by Tenant, Tenant shall not interpose any counterclaim of whatsoever nature or description in any such proceeding unless same is a compulsory or mandatory counterclaim. This shall not, however, be construed as a waiver of Tenant's right to assert such a claim in any separate action brought by Tenant. Landlord and Tenant waive trial by jury in any action or proceeding brought by either party on any matter whatsoever arising out of or in any way connected with this Lease, the relationship of lessor and lessee, Tenant's use or occupancy of the Demised Premises, or any claim of injury or damage.

## SECTION 19
## REPORTING

### 19.1 School Reports

During the Lease Term, as soon as available, but in no event after the period set forth herein, Tenant shall furnish, upon written request and to the extent not otherwise prohibited by law, or, where information is maintained on government online databases or formats, make available to Landlord the following documents with respect to the School:

a) within sixty (60) calendar days after the beginning of each fiscal year of Tenant, annual enrollment for the School, including, without limitation, federal free and reduced-

price lunch eligibility and special education and ethnicity enrollment;

b) within thirty (30) calendar days after the end of each month, a monthly enrollment report for the School.

c) within thirty (30) calendar days of Tenant's receipt as to the School and to the extent not otherwise prohibited by applicable law: (A) "Annual School Report Card" required by the Every Student Succeeds Act, and the following additional information if not included in the Annual School Report Card: performance on mandated state educational tests and internally-administered tests; (B) all programmatic quality reporting, including reports to the charter authorizer; and (C) all material correspondence from the charter authorizer; and

d) promptly after request, Tenant shall furnish to Landlord such additional information, reports, statements, and certificates with respect to the School as Landlord may from time to time reasonably request, in form and content reasonably satisfactory to the Landlord.

e) Tenant acknowledges and agrees that Landlord is subject to certain reporting requirements (the "Reporting Requirements") set forth in (i) that certain Community Benefits Agreement dated as of the date hereof by and among Landlord, Detroit Achievement Academy Foundation and the Lender (as defined below), and (ii) that certain Loan Agreement dated as of the date hereof by and between Landlord and the Lender. Tenant has received a copy of the Reporting Requirements and agrees to provide such information to Landlord within ten (10) days of request in order to enable Landlord to comply with the Reporting Requirements.

f) Tenant and Landlord acknowledge and agree that, notwithstanding anything to the contrary, certain student-identifying information (including, without limitation, names and social security numbers) may be redacted from documents provided to Landlord pursuant to this 19.1 to protect the privacy of students of the School prior to such documents being delivered to Landlord.

**19.2 Financial Reports and Covenants;**

a) Tenant shall maintain a minimum Lease and Debt Coverage Ratio of not less than 1.20 to 1.00, measured as of the end of each of Tenant's fiscal years, commencing with Tenant's fiscal year ending 2019. Tenant's Lease and Debt Coverage Ratio shall be tested on an annual basis in accordance with generally accepted accounting principles for public school accounting in the State of Michigan ("*GAAP*"). For the purposes hereof, the "*Lease and Debt Coverage Ratio*" shall means Tenant's annual operating EBIDA (earnings before interest expense, depreciation, and amortization) divided by debt payments on all of Tenant's outstanding loans.

b) Tenant shall deliver to Landlord:

(i) as soon as available but in any event within one hundred twenty (120) days of

the end of Tenant's fiscal year, financial statements for Tenant (including, at a minimum, a balance sheet, an income statement showing breakeven or better financial performance, and a statement of cash flow), which financial statements include specific details for Tenant Business and are certified as true and correct by an authorized officer of Tenant, in a form reasonably satisfactory to Landlord in all respects and audited by an independent certified public accountant reasonably approved by Landlord;

(ii) as soon as available but in any event within sixty (60) days of the end of Tenant's fiscal quarter, company-prepared financial statements for Tenant (including, at a minimum, a balance sheet, an income statement showing breakeven or better financial performance, and a statement of cash flow), which financial statements include specific details for Tenant Business and are certified as true and correct by an authorized officer of Tenant, in a form reasonably satisfactory to Landlord in all respects;

(iii) as soon as available but in any event prior to the end of each of Tenant's fiscal years, an annual operating budget for the ensuing fiscal year approved by the board of directors, board of managers, or other governing body of Tenant, which shall include projected revenues and expenses and projected enrollment, in such detail and by such categories as may be reasonably requested by Landlord;

(iv) as soon as available but in any event within sixty (60) days of the end of Tenant's fiscal year, social impact data related to Tenant's business and operations via a link to an online survey program provided to Tenant on an annual basis; and

(v) promptly upon request, such other financial information with respect to Tenant and the Demised Premises as Landlord may reasonably request from time to time.

All financial statements shall be prepared in accordance with GAAP.

## SECTION 20
## QUIET ENJOYMENT

Landlord covenants that so long as no Tenant Default has occurred and is continuing, Tenant may peacefully and quietly hold and enjoy the Demised Premises for the Lease Term without interference by Landlord or any person claiming by, through or under Landlord.

## SECTION 21
## SUBORDINATION AND ATTORNMENT; ESTOPPEL

### 21.1 Subordination

This Lease is and shall be subject and subordinate to all mortgages and ground or underlying leases which may now or hereafter affect the Demised Premises, including but not limited to that certain Mortgage dated as of the date given by Landlord in favor of IFF Capital 28 LLC, an Illinois limited liability company ("Lender"), and to all renewals, modifications, consolidations, replacements and extensions thereof. The foregoing subordination provision shall be self-operative and no further instruments shall be

required to effect such subordination. Notwithstanding the foregoing sentence, in confirmation of such subordination, Tenant shall execute and deliver within five (5) days of demand by Landlord or Lender such further instrument or instruments subordinating this Lease to the lien of any such mortgage or mortgages as shall be desired by Landlord, Lender or any other mortgagees. Lender and any other mortgagee of the Landlord shall be entitled to rely upon and enforce the terms of this Section 21 as a third party beneficiary.

**21.2 Attornment**

If the holder of a mortgage (or any assignee, designee, or successor of such party) shall succeed to the rights of Landlord under this Lease, whether through possession or foreclosure action or otherwise, and this Lease is not extinguished by such foreclosure or other action, then, at the request of such party so succeeding to Landlord's rights (herein sometimes called "Successor Landlord") and upon such Successor Landlord's written agreement to accept Tenant's attornment, Tenant shall attorn to and recognize such Successor Landlord as Tenant's Landlord under this Lease. Upon such attornment, this Lease shall continue in full force and effect as, or as if it were, a direct lease between the Successor Landlord and Tenant upon all of the terms, conditions, and covenants as are set forth in this Lease and shall be applicable after such attornment. The foregoing attornment provisions shall be self-operative and no further instruments shall be required to effect such attornment; provided, however, that Tenant hereby agrees to execute within five (5) days of demand by Successor Landlord any and all instruments in writing which may be required by Successor Landlord to confirm such attornment provisions. In the event of such attornment, Tenant recognizes such Successor Landlord shall not be liable for, subject to, or bound by (a) any payment of the Base Rent more than one (1) rental period in advance, except prepayments in the nature of security for the performance by Tenant of its obligations under this Lease, but only to the extent such prepayments have been actually delivered to such Successor Landlord, (b) any amendment of this Lease made without the consent of the holder of each mortgage or deed of trust existing as of the date of such amendment, (c) damages for any breach, act or omission of any prior landlord, (d) any offsets or defenses which Tenant might have against any prior landlord, including the Landlord, (e) any obligations with respect to construction or completion of any improvements for Tenant's use and occupancy, or following any fire or casualty, the restoration or repair of any improvement upon the Demised Premises, (f) warranties of any nature whatsoever, including any warranties respecting use, compliance with zoning, hazardous wastes or environmental laws, title, authority, habitability, fitness for purpose or possession; or (g) any assignment or subletting by Tenant made in a manner not expressly permitted under this Lease, unless such assignment or sublease was made with the consent of the holder of each mortgage or deed of trust existing as of the date of such assignment or sublease.

**21.3 Estoppel Certificate**.

Tenant shall execute and deliver within five (5) days of demand by Landlord or Lender an estoppel certificate in the form and substance acceptable to Landlord and Lender.

## SECTION 22
## SIGNS

Tenant will not place or cause to be placed or maintained any sign or advertising matter of any kind anywhere on the Demised Premises, except in the interior thereof, without Landlord's prior written approval.

## SECTION 23
## [RESERVED]

## SECTION 24
## MISCELLANEOUS

### 24.1 Condition of Demised Premises

This Lease and exhibits attached hereto and forming a part hereof, set forth all of the covenants, agreements, stipulations, promises, conditions, understandings and representations, hereinafter collectively "Representations" between Landlord and Tenant concerning the Demised Premises and the buildings and improvements to be constructed thereon. Landlord and Tenant agree that there are no Representations other than set forth herein and agree to make no claims against each other based upon Representations not set forth herein.

### 24.2 Modification

This Lease shall not be modified or amended unless by a writing signed by Landlord and Tenant.

### 24.3 Notices

Any notices or demands required under this Lease shall be in writing addressed to the party at the address set forth Section 1, except that after the Commencement Date any notice to Tenant shall be given in writing at the Demised Premises or such changed address provided in writing by such party and shall be served as follows: (a) by personal service with service being effective upon delivery, or (b) by certified mail, return receipt requested, with service being effective two (2) days after mailing, or (c) by telecopy, facsimile or other form of telecommunication, with service being effective upon the date of transmission with reasonable evidence that the transmission was sent, or (d) by recognized overnight courier service, with service being effective one (1) day after delivery. prepaid, to such courier service.

### 24.4 Survival

Any obligation of Tenant under this Lease which is not performed in full prior to the termination of this Lease shall survive the termination of this Lease and continue in full force and effect until performed in full.

### 24.5 Captions and Section Numbers

The captions, section numbers, article numbers, and index appearing in this Lease are inserted only as a matter of convenience and in no way define, limit, construe, or describe the scope or intent of such sections or articles of this Lease nor in any way affect this Lease.

### 24.6 Construction

This Lease shall be construed and enforced in accordance with the laws of the State of Michigan. If any provision of this Lease, or the application thereof to any person or circumstances, shall, to any extent be invalid or unenforceable, the remaining provisions of this Lease shall not be affected thereby and shall be valid and enforceable.

### 24.7 Binding Effect

This Lease shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, assigns and permitted transferees.

### 24.8 Joint Drafting

Landlord and Tenant acknowledge and agree that each has joined in and contributed to the drafting of this Lease and as a result there shall be no presumption in construing the provisions of this Lease favoring or burdening either Landlord or Tenant based upon draftsmanship or similar rule of construction.

### 24.9 Counterparts

This Lease may be executed in any number of separate counterparts, each of which, when executed and delivered, shall be an original, but such counterparts shall together constitute one and the same document.

[Remainder of Page Intentionally Blank]

**IN WITNESS WHEREOF,** Landlord and Tenant have executed this Lease as of the date first written above.

**LANDLORD:**

**DETROIT PREP QALICB,** a Michigan nonprofit corporation

By:_____
Kyle S. Smitley, President

**TENANT:**

**DETROIT ACHIEVEMENT,** a Michigan nonprofit corporation

By:_____
Lewis Butler, Board President

**IN WITNESS WHEREOF,** Landlord and Tenant have executed this Lease as of the date first written above.

**LANDLORD:**

**DETROIT PREP QALICB,** a Michigan nonprofit corporation

By:_____
Kyle S. Smitley, President

**TENANT:**

**DETROIT ACHIEVEMENT,** a Michigan nonprofit corporation

By:_____
Lewis Butler, Board President

**EXHIBIT A**
**Legal Description**

Real property situated in the City of Detroit, County of Wayne, State of Michigan, described as follows:

The Southeasterly 204.50 feet of Block 8 and interior Vacated Alley of Subdivision of that part of the Cook Farm Private Claims 27, 153, 155 and 180 between Mack and Forest Ave's, Detroit, Mich, as recorded in Liber 19 of Plats, Page 75, Wayne County Records.

Commonly known as: 8411 Sylvester
PIN: 17007079.001

**EXHIBIT B**
**Base Rent Schedule**

| Lease Year Ending | Base Rent |
|---|---|
| June 30, 2020 | $175,000 |
| June 30, 2021 | $175,000 |
| June 30, 2022 | $175,000 |
| June 30, 2023 | $175,000 |
| June 30, 2024 | $175,000 |
| June 30, 2025 | $175,000 |
| June 30, 2026 | $300,000 |
| June 30, 2027 | $396,000 |
| June 30, 2028 | $396,000 |
| June 30, 2029 | $400,000 |
| June 30, 2030 | $400,000 |
| June 30, 2031 | $400,000 |
| June 30, 2032 | $400,000 |
| June 30, 2033 | $400,000 |
| June 30, 2034 | $400,000 |
| June 30, 2035 | $417,000 |
| June 30, 2036 | $417,000 |
| June 30, 2037 | $417,000 |
| June 30, 2038 | $417,000 |
| June 30, 2039 | $417,000 |
| June 30, 2040 | $417,000 |
| June 30, 2041 | $417,000 |
| June 30, 2042 | $417,000 |
| June 30, 2043 | $417,000 |

# EXHIBIT C

## Description of Plans and Specifications

Rehabilitation and improvements to the Demised Premises in substantial conformance with the plans and specifications set forth in the drawings prepared by Gensler Architecture, Design & Planning, P.C. listed in the drawing log attached hereto.

PCI Industries, Inc

Printed on Mon Oct 15, 2018 at 02:58 pm EDT

Job #: GC-1709-012 Detroit Prep - 8411 Sylvester

# Exhibit C - Drawing Log

## Current Drawings

| Drawing No. | Drawing Title | Revision No. | Drawing Date | Received Date | Set |
|---|---|---|---|---|---|
| **TI** | | | | | |
| A0.100 | EXISTING SITE PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A0.101 | ARCHITECTURAL SITE PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A0.102 | LEVEL 01 - DEMOLITION | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A0.103 | LEVEL 02 - DEMOLITION | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A0.104 | LEVEL 03 - DEMOLITION | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A0.105 | ROOF - DEMOLITION | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A0.106 | TYPICAL CLASSROOM DEMOLITION AND DESIGN NOTES | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.101C | LEVEL 01 - CONSTRUCTION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.101D | LEVEL 01 - DIMENSION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.102C | LEVEL 02 - CONSTRUCTION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.102D | LEVEL02-DIMENSION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.103C | LEVEL 03 - CONSTRUCTION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.103D | LEVEL03-DIMENSION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.104 | ROOF PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.201 | LEVEL 01 - RCP | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.202 | LEVEL 02 - RCP | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.203 | LEVEL 03 - RCP | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.301 | LEVEL 01 - FINISH PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.302 | LEVEL02-FINISH PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A1.303 | LEVEL03-FINISH PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.01 | ENLARGED PLANS & SECTIONS - NEW 2HR ELEVATOR ENCLOSURE | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.02 | ENLARGED PLANS & SECTIONS -1 HR STAIR ENCLOSURE, NEW GUARDRAILS/HANDRAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.03 | ENLARGED PLANS & ELEVATIONS - LEVEL 01 SHARED RESTROOMS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.04 | ENLARGED PLANS - LEVEL 01 LUNCHROOM FURNITURE PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.05 | ENLARGED DETAILS - LEVEL 01 LUNCHROOM STAIRS & RAMPS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.06 | ENLARGED PLANS & ELEVATIONS - RESTROOMS, UNISEX, SHOWER & LAUNDRY | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.07 | INTERIOR ELEVATIONS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.08 | MILLWORK DETAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| A5.09 | MILLWORK DETAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| D.101 | LEVEL 01 - DEMOLITION | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| D.102 | LEVEL 02 - DEMOLITION | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| D.103 | LEVEL 03 - DEMOLITION | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| E1.001 | ELECTRICAL REFERENCE INFORMATION | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.002 | LIGHTING FIXTURE SCHEDULE | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.101 | ELECTRICAL SITE PLAN - DEMOLITION | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |

| Drawing No. | Drawing Title | Revision No. | Drawing Date | Received Date | Set |
|---|---|---|---|---|---|
| E1.102 | ELECTRICAL SITE PLAN - NEW WORK | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.201 | LEVEL 01 - LIGHTING PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.202 | LEVEL 02-LIGHTING PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.203 | LEVEL 03-LIGHTING PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.301 | LEVEL 01 - POWER & AUXILIARY SYSTEMS PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.302 | LEVEL 02 - POWER & AUXILIARY SYSTEMS PLAN | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| E1.303 | LEVEL 03 - POWER & AUXILIARY SYSTEMS PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.304 | ROOF - POWER & AUXILIARY SYSTEMS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.401 | ENLARGED KITCHEN EQUIPMENT POWER PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.501 | ONE-LINE DIAGRAM | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.502 | FIRE ALARM AND PUBLIC ADDRESS SYSTEM DIAGRAMS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.503 | LIGHTING CONTROL SYSTEM DIAGRAMS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.601 | PANEL BOARD SCHEDULES | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.602 | PANEL BOARD SCHEDULES | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.603 | PANEL BOARD SCHEDULES | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.701 | DETAILS & DIAGRAMS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| E1.702 | DETAILS & DIAGRAMS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G0.00 | COVER SHEET | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G0.01 | PROJECT INFORMATION, SCOPE, LOCATION MAP, AND DRAWING INDEX | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G0.02 | GENERAL NOTES + GRAPHIC SYMBOLS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G0.03 | TYPICAL MOUNTING DIAGRAMS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G0.04 | FINISH MATERIALS LEGEND | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G2.01 | CODE INFORMATION SHEET | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G2.11 | OCCUPANCY AND EGRESS ANALYSIS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G2.12 | OCCUPANCY AND EGRESS ANALYSIS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G2.13 | OCCUPANCY AND EGRESS ANALYSIS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G3.01 | PARTITION TYPE DETAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G6.01 | DOOR ELEVATIONS & HARDWARE, DOOR SCHEDULE | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| G9.111 | INTERIOR RENDERINGS | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| G9.112 | INTERIOR RENDERINGS | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| G9.113 | INTERIOR RENDERINGS | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| G9.114 | INTERIOR RENDERINGS | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| G9.115 | TYPICAL CLASSROOM | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| I1.301 | LEVEL 01 - FINISH PLAN | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| I1.302 | LEVEL 02 - FINISH PLAN | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| I1.303 | LEVEL 03 - FINISH PLAN | 0 | 10/24/2017 | | SD Pricing (10/24/17) |
| M1.001 | MECHANICAL REFERENCE INFORMATION | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.101 | MECHANICAL SITE PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.201 | LEVEL 01 - HVAC PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |

| Drawing No. | Drawing Title | Revision No. | Drawing Date | Received Date | Set |
|---|---|---|---|---|---|
| M1.202 | LEVEL 02 - HVAC PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.203 | LEVEL 03 - HVAC PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.204 | ATTIC - HVAC PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.205 | ROOF - HVAC PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.300 | UNDERGROUND - PIPING & PLUMBING | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.301 | LEVEL 01 - PIPING & PLUMBING PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.302 | LEVEL 02 - PIPING & PLUMBING PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.303 | LEVEL 03 - PIPING & PLUMBING PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.401 | TEMPERATURE CONTROLS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.501 | DETAILS | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.502 | DETAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.601 | ENLARGED KITCHEN EQUIPMENT PLUMBING PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.701 | SCHEDULES | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.702 | SCHEDULES | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| M1.900 | LEVEL 01,02 03 AND ATTIC - FIRE PROTECTION PLAN | 1 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S0.01 | GENERAL STRUCTURAL NOTES | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S0.02 | GENERAL STRUCTURAL NOTES | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S1.101 | LEVEL 01 FOUNDATION PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S1.102 | LEVEL 02 FRAMING PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S1.103 | LEVEL 03 FRAMING PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S1.104 | ROOF LEVEL FRAMING PLAN | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S3.01 | TYPICAL CONCRETE DETAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S5.01 | TYPICAL STEEL DETAILS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |
| S7.01 | SECTIONS | 0 | 03/03/2018 | 08/29/2018 | Sealed Permit Set (03/03/18) |

# NET LEASE

**between**

**DETROIT ACHIEVEMENT ACADEMY SUPPORT CORPORATION**,
a Michigan nonprofit corporation

("Landlord")

**and**

**DETROIT ACHIEVEMENT ACADEMY**,
a Michigan nonprofit corporation

("Tenant")

**Dated December 17, 2020**

**NET LEASE**

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# NET LEASE

THIS NET LEASE ("Lease"), is dated December 17, 2020 and is between **DETROIT ACHIEVEMENT ACADEMY SUPPORT CORPORATION**, a Michigan nonprofit corporation ("Landlord"), and **DETROIT ACHIEVEMENT ACADEMY**, a Michigan nonprofit corporation ("Tenant").

It is agreed as follows:

## ARTICLE 1

## Premises and Term

1.1 Landlord has a fee interest in certain property at 7000 W. Outer Drive, Detroit, Michigan, described in more detail on Exhibit A attached hereto (the "Property"). Landlord plans to construct and renovate certain improvements on the Property.

1.2 Landlord, in consideration of the rent to be paid and the covenants and conditions to be performed and observed by Tenant as herein provided, hereby demises and leases to Tenant, and Tenant hereby takes and hires, the Property together with all improvements located thereon and hereafter constructed thereon (the "Premises").

TO HAVE AND TO HOLD unto Tenant for and during the term commencing on the date hereof and expiring on December 31, 2050 unless sooner terminated as herein provided (the "Term").

## ARTICLE 2

## Rent

2.1 Tenant shall pay basic rent ("Basic Rent") for the Premises in the in the annual amounts set forth on Exhibit B attached hereto. Basic Rent shall be paid in quarterly installments on each Due Date, partially in arrears and partially in advance for the calendar quarter in which the Due Date occurs. Basic Rent for a period of less than one calendar quarter shall be adjusted pro rata. For purposes of this Lease, "Due Date" shall mean each March 10, June 10, September 10 and December 10.

2.2 This is intended to be a triple net lease and the rent herein specified shall be net to Landlord in each year or portion thereof during the Term, and Tenant shall pay all costs and expenses and perform all obligations of every kind relating to the Premises which may arise or become due during the Term, including, but not limited to (i) all Impositions, as hereinafter defined, and (ii) all charges for gas, electricity, light, heat, power, telephone and other utilities and services. Tenant shall indemnify Landlord against all such charges, costs, expenses and obligations, except as otherwise expressly provided in this Lease. The rent payable under this Lease shall be paid to Landlord without notice or demand and without abatement, deduction, or set off for any reason whatsoever (except as otherwise expressly provided in this Lease).

## ARTICLE 3

## Impositions

3.1 As additional rent, in addition to Basic Rent, Tenant shall pay when due, before any fine, penalty, interest or cost may be added thereto for the non-payment thereof, all taxes (excluding income taxes), assessments, water and sewer rates and charges, and all occupancy taxes, leasing taxes, rent taxes or similar taxes (whether or not imposed on or measured by all or any portion of the rent paid or payable by Tenant) and all other governmental charges, general and special, ordinary and extraordinary, unforeseen as well as foreseen, of any kind and nature whatsoever, including but not limited to assessments for public improvements or benefits, which at any time prior to or during the Term may have been or may be laid, assessed, levied or imposed upon or become due and payable or a lien upon the Premises or any part thereof with respect to the Term whether or not payable during the Term and any and all taxes imposed on Landlord that are, in whole or in part, in substitution for or in lieu of any of the foregoing taxes (all of which are herein referred to as "Impositions"); provided, however, that if, by law, any Imposition is payable, or may at the option of the taxpayer be paid, in installments (whether or not interest shall accrue on the unpaid balance of such Imposition), Tenant shall pay or may elect to pay, as the case may be, the same, together with any accrued interest on the unpaid balance of such Imposition, in installments as the same respectively become due and before any fine, penalty, interest or cost may be added thereto for the non-payment of any such installment and interest; and provided, further, that any Imposition relating to a fiscal period of the taxing authority, a part of which period is included within the Term, and a part of which is included in a period of time after the termination of this Lease, shall (whether or not, during the Term, such Imposition shall be laid, assessed, levied, or imposed upon or become due and payable or a lien upon the Premises or any part thereof) be adjusted as between Landlord and Tenant as of the termination of this Lease, so that Landlord shall pay that proportion of such Imposition of such fiscal period after the termination of this Lease, and Tenant shall pay the remainder thereof. With respect to any Imposition for public improvements or benefits which by law is payable, or at the option of the taxpayer may be paid, in installments, Landlord shall pay the installments thereof which become due and payable subsequent to the termination of this Lease, and Tenant shall pay those installments which become due and payable during the Term.

3.2 Landlord shall cause all bills with respect to Impositions to be directed to Tenant at the address set forth in Section 17.1 hereof. Tenant shall furnish to Landlord within thirty (30) calendar days after the date upon which any Imposition is payable by Tenant as in this Article provided, official receipts of the appropriate taxing authority, or other proof satisfactory to Landlord, evidencing the full payment thereof.

## ARTICLE 4

## Use of Premises

4.1 The Premises shall be used as a charter school in accordance with the terms, covenants, and conditions of its charter contract with Grand Valley State University Board of Trustees, and subject to the restrictions set forth under Section 4.2 below. Tenant will not, without the prior written consent of Landlord (which consent, Tenant acknowledges, is expressly

subject to the consent of any Fee Mortgagee), permit the Premises to be used for any purpose substantially different from the foregoing.

4.2 Without limiting the generality of the foregoing, in no event shall the Tenant (or any subtenant) use or permit the Premises to be used for, and hereby covenants not to engage in: (a) any trade or business consisting of the operation of any private or commercial golf course, country club, massage parlor, hot tub facility, suntan facility, racetrack or other facility used for gambling, or any other store the principal business of which is the sale of alcoholic beverages for consumption off premises or (b) rental to others of Residential Rental Property, as defined in below, and (c) any trade or business the principal activity of which is farming within the meaning of Section 2032A(e)(5)(A) of the Code (each, an "Excluded Use"). As used herein, "Residential Rental Property" means any building or structure where eighty percent (80%) or more of the gross rental income from such building or structure for the taxable year is rental income from "dwelling units." For such purpose, a "dwelling unit" means a house or apartment used to provide living accommodations in a building or structure, but does not include a unit in a hotel, motel, or other establishment more than one half (1/2) of the units in which are used on a transient basis.

## ARTICLE 5

## Maintenance and Repair

5.1 Tenant shall, at Tenant's sole cost and expense, keep the Premises in a condition conforming to the requirements, ordinary and extraordinary, whether or not now foreseen or foreseeable, of all applicable statutes, ordinances, regulations and other requirements of any governmental authority, the regulations or other requirements of any national or local board of fire underwriters or any other body exercising similar functions and the requirements of all policies of insurance maintained in force on or with respect to the Premises pursuant to the provisions of this Lease.

5.2 Tenant shall, at Tenant's sole cost and expense, keep the Premises in a clean and orderly condition, free of accumulations of dirt, rubbish, snow, ice and unlawful obstructions. Tenant shall also keep all improvements which are a part of the Premises in good order and condition and, to that end, shall make all repairs, interior and exterior, structural and non-structural, extraordinary as well as ordinary, foreseen as well as unforeseen, now or hereafter required, that are reasonably necessary or advisable in accordance with good standards of operation and maintenance applied by owners of properties comparable in class, age and quality located in the city in which the Premises are located.

## ARTICLE 6

## Insurance

6.1 Tenant shall, at Tenant's sole cost and expense, keep the improvements which are a part of the Premises insured at all times throughout the Term against all risk of physical loss, including but not limited to, loss or damage by fire, lightning, windstorm, hail, smoke, explosion, riot, riot attending a strike, civil commotion, aircraft and vehicles, vandalism

and malicious mischief, sprinkler leakage, collapse or earthquake to the extent coverage for such risks is from time to time customarily available at commercially reasonable rates in the commercial property insurance market for such improvements, in an amount of coverage not less than l00% of the full insurable value of such improvements; provided that in all events Tenant shall meet the requirements of the Loan Documents. The term "full insurable value" shall mean the actual replacement cost (excluding foundation and excavation costs) less physical depreciation.

6.2 Tenant shall, at Tenant's sole cost and expense, throughout the Term, but for the mutual benefit of Landlord and Tenant, maintain the following kinds and amounts of insurance: (a) commercial or comprehensive general public liability insurance with a broad form endorsement providing insurance against claims for bodily injury (including death), property damage occurring upon or in the Premises, and contractual liability, and having limits of liability not more than the limits that are customary and reasonable for similar improvements and uses in the area in which the businesses are located as reasonably determined from time to time by Landlord and subject to the requirements of the Loan Documents, (b) worker's compensation insurance in an amount not less than the required statutory limits and including employer's liability insurance, and (c) comprehensive automobile liability insurance covering owned automobiles, automobiles under long-term lease, hired automobiles, employer's non-ownership liability, medical payments and uninsured motorist coverage for limits not more than limits that are customary and reasonable for owners of similar buildings with similar uses in the area in which the Premises are located as reasonably determined from time to time by Landlord and subject to Fee Mortgagee's approval pursuant to the Loan Documents.

6.3 All policies of insurance provided for in Section 6.1 hereof shall name Landlord and, all policies of insurance provided for in Section 6.2 hereof shall name Landlord and Tenant as insureds as their respective interests may appear. In addition, the policies of insurance provided for in Section 6.1 hereof may also name as insureds as their interests may appear, if Landlord so requests, any Fee Mortgagee, as defined in Article 24 hereof. All such policies of insurance shall provide that any loss shall be payable as therein provided notwithstanding any act or negligence of Tenant or any tenant or other occupant of the Premises which might otherwise result in a forfeiture of said insurance. Without limiting the generality of the foregoing provisions of this Article 6, Tenant shall obtain and maintain such policies of insurance as shall be required for Landlord to comply with the requirements of each Fee Mortgagee.

## ARTICLE 7

## Liens

7.1 Tenant shall not suffer or permit any vendor's, mechanic's, laborer's, or materialman's statutory or similar lien to be filed against the Premises or any interest of Landlord or Tenant therein by reason of labor, services or materials supplied or claimed to have been supplied to Tenant or anyone holding the Premises, or any part thereof, through or under Tenant. If any such lien shall at any time be filed against the Premises, Tenant shall notify the Landlord and any Fee Mortgagee of such lien and, within thirty (30) calendar days after notice of the filing thereof, cause the same to be released or discharged, including by providing a bond.

## ARTICLE 8

## Assignment and Subletting

8.1 Tenant shall not permit this Lease or the leasehold estate hereby created to be, under any circumstances, whether voluntary, involuntary, or by operation of law, assigned or transferred by Tenant, nor shall the Premises or any part thereof be subleased by Tenant, without the prior written consent of Landlord and Fee Mortgagee. Without limiting any other restrictions on assignment or subletting, Tenant shall not assign or sublet (or permit the assignment or subletting of or other use of) all or any portion of the Premises to any party engaged in an Excluded Use.

## ARTICLE 9

## Condemnation

9.1 If, during the Term, the entire Premises shall be taken as a result of the exercise of the power of eminent domain, or if less than the entire Premises shall be taken, but it shall have been agreed that the improvements which are a part of the Premises cannot be repaired, restored or replaced to or operated as an economically useful and architecturally complete unit, this Lease shall terminate on the date of vesting of title in the condemner under such eminent domain proceedings, and all rental and other sums payable by Tenant hereunder shall be prorated to the date of such vesting. Any award shall be paid to Landlord.

9.2 If less than the entire Premises shall be taken as a result of the exercise of the power of eminent domain, and it shall have been agreed that the improvements can be repaired, restored or replaced to or operated as an economically useful and architecturally complete unit, this Lease shall not terminate but shall continue in full force and effect for the remainder of the Term, subject to the provisions hereof. Basic Rent shall abate equitably. Tenant shall, at its sole cost and expense, but subject to the provisions below, promptly restore that portion of the improvements which are a part of the Premises and which are not so taken to an economically useful and architecturally complete unit of the same general character and condition (as nearly as may be possible) as the improvements which are a part of the Premises existed before such taking. Before Tenant shall let any contracts for, or commence the work of, such restoration, and during the course of such restoration, Tenant shall comply with the applicable provisions of Article 11. Any condemnation award shall be paid to Landlord, shall be used to pay the costs of restoration of such improvements and shall be disbursed for this purpose by Landlord from time to time as restoration progresses, upon request of Tenant, subject to the requirements of the Loan Documents (as defined below); provided, however, that Tenant shall be entitled to recover from the condemning authority such compensation as may be separately awarded to for the removing and relocating of Tenant's personal property. Any remaining award following the completion of the improvements and the payment of restoration costs shall be the property of the Landlord. If at the time of any such request by Tenant the cost of completing the restoration, lien-free and ready for use, is in excess of the condemnation award then Tenant shall pay for the balance.

## ARTICLE 10

## Damage and Restoration

10.1 As often as any of the improvements which are part of the Premises shall be damaged or destroyed, regardless of the cause, or amount of the loss or the existence of insurance to cover it, Tenant shall restore such improvements as nearly as possible to their value, condition and character immediately prior to the loss. Restoration shall be promptly commenced and diligently pursued to completion, due allowance being made for time needed to adjust insurance and for Unavoidable Delays. Before Tenant shall let any contracts for, or commence the work of, such restoration, and during the course of such restoration, Tenant shall comply with the applicable provisions of Article 11. Landlord shall be promptly notified of any damage, destruction, and losses, and the payment of Basic Rent and additional rent and performance of Tenant's other obligations under this Lease shall continue notwithstanding any such loss, except for temporary suspension of performance (other than payment of Basic Rent and additional rent) rendered impossible by such damage or destruction.

10.2 Insurance proceeds paid to Landlord on account of any loss shall be used to pay the costs of restoration of such improvements and shall be disbursed for this purpose by Landlord from time to time as restoration progresses, upon request of Tenant, subject to the requirements of the Loan Documents (as defined below). Any remaining insurance proceeds following the completion of the improvements and the payment of restoration costs shall be the property of the Landlord. If at the time of any such request by Tenant the cost of completing the restoration, lien-free and ready for use, is in excess of insurance proceeds then Tenant shall pay for the balance.

## ARTICLE 11

## Changes and Alterations

11.1 Tenant shall have the right at any time and from time to time during the Term to make such changes and alterations (including restoration work required or permitted under Articles 9 and l0), structural or otherwise, to the Premises as Tenant shall deem necessary or desirable in connection with the requirements of its business, subject to the following conditions which Tenant shall observe and perform:

(a) No change or alteration shall be undertaken until Tenant shall have procured and paid for, so far as the same may be required from time to time, all municipal permits and authorizations of all governmental authorities, and Landlord agrees to join in the application for such permits or authorizations whenever such action is necessary.

(b) No structural change or alteration or change or alteration involving an estimated cost of more than $50,000 shall be undertaken until detailed plans and specifications have first been submitted to and approved in writing by Landlord, and any Fee Mortgagee, to the extent required pursuant to the Loan Documents (as defined below).

(c) All changes and alterations involving an estimated cost of more than $25,000 and all structural changes and alterations shall be conducted under the supervision of an architect or engineer and performed by a contractor or builder, each of whom shall be reasonably satisfactory to Landlord and any Fee Mortgagee to the extent required under the Loan Documents.

(d) Except as otherwise permitted pursuant to Article 9, all changes and alterations when completed shall be of such a character as not to materially reduce, or otherwise materially adversely affect, the value of the Premises nor to reduce the cubic content of the improvements, nor change the character of the improvements as to use.

(e) All work done in connection with any change or alteration shall be done promptly and in a good and workmanlike manner and in compliance with the building and zoning laws of the place in which the Premises are located and with all laws, ordinances, orders, rules, regulations and requirements of all governmental authorities. The cost of any such change or alteration shall be paid so that the Premises shall at all times be free of liens for labor and materials supplied or claimed to have been supplied to the Premises.

(f) All improvements and alterations made or installed by Tenant in or on the Premises shall immediately upon completion or installation thereof be and become a part of the Premises and subject as such to the terms of this Lease.

11.2 Neither Landlord nor Fee Mortgagee, by approving or inspecting any design, plans, drawings or specifications or any contract for work or materials or the method of performing any work by Tenant or its employees, agents, contractors or subcontractors, does not assume any responsibility or liability as to the safety, adequacy, sufficiency, legality or otherwise of what is approved or inspected, which responsibility or liability shall be and remain with Tenant.

## ARTICLE 12

## Indemnification of Landlord

12.1 To the fullest extent not prohibited by applicable law, Tenant shall protect, indemnify, save harmless and defend Landlord and its shareholders, members, partners, beneficiaries, officers, directors, employees, agents, attorneys and consultants ("Indemnitees"), from and against any and all liabilities, obligations, losses, claims, demands, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon, asserted against or incurred by Indemnitees or any of them arising from or in any way related to the conduct, management or occupancy of the Premises during the Term, except to the extent caused by the gross negligence or willful misconduct of Landlord.

12.2 Tenant agrees to pay, and to indemnify Landlord against, all legal costs and charges, including reasonable counsel fees, lawfully and reasonably incurred in obtaining possession of the Premises after default of Tenant and its failure to cure such default within the

time provided in Article 15 hereof or after Tenant's default in surrendering possession upon the expiration or earlier termination of this Lease or in enforcing any covenant or agreement of Tenant herein contained or in any suit or proceeding affecting the Premises or this Lease to which the Landlord is joined as a party.

## ARTICLE 13

## Covenant Against Waste

13.1 Tenant covenants, subject to the terms of this Lease, not to do or suffer any waste or damage to, or impairment of the value of, the Premises or any part thereof.

## ARTICLE 14

## Inspection of Premises by Landlord

14.1 Tenant agrees to permit Landlord, the authorized representatives of Landlord and any Fee Mortgagee to enter the Premises at all reasonable times, upon reasonable notice, for the purposes of inspecting the same, and making any necessary repairs to the Premises and performing any work therein, which repairs and work are necessary by reason of Tenant's default under the terms of this Lease.

14.2 Landlord is hereby given the right at all reasonable times to enter the Premises or any part thereof and to exhibit the same for the purpose of sale of Landlord's estate or, during the last 24 months of the Term, of renting.

## ARTICLE 15

## Defaults

15.1 If (i) Tenant shall default in the payment of rent or Impositions or other taxes or excises or in the maintenance of insurance, and such default shall continue for five (5) calendar days after notice thereof given by Landlord to Tenant, or (ii) Tenant shall default in the performance of any obligation under this Lease not otherwise referenced in a separate subsection of this Section 15.1 and such default shall continue for thirty (30) calendar days after receipt of notice thereof given by Landlord to Tenant (or in case of defaults which cannot be cured within such thirty (30) calendar day period, if cure is not commenced within thirty (30) calendar days and diligently pursued thereafter and effected within one hundred and twenty (120) calendar days after Landlord's receipt of notice of such default), or (iii) the improvements which are a part of the Premises shall be left vacant or unoccupied or be deserted for a period of thirty (30) calendar days, except due to casualty or (iv) Tenant shall breach any of its representations, warranties or covenants in Section 4.2 or Section 8.1 hereof, or (v) Tenant files a petition under any bankruptcy or insolvency law, or if such a petition is filed against Tenant and is not dismissed within ninety (90) calendar days, then Landlord may, at its option, without further notice, elect to terminate this Lease or (without terminating this Lease) to terminate Tenant's right of possession of the Premises, and, in such event, Landlord or Landlord's agents and servants may immediately or at any time thereafter re-enter the Premises and remove all Persons

and all or any property therefrom, either by summary dispossess proceedings or by any suitable action or proceeding at law, or by force or otherwise, without being liable for indictment, prosecution or damages therefor, and with or without terminating this Lease, and repossess and enjoy the Premises, as of their former estate, together with all additions, alterations and improvements.

Upon the expiration of the Term or termination of Tenant's right of possession by reason of the happening of any of the events hereinabove described in this Section 15.1 or in the event of the termination of this Lease or right to possession or both, as the case may be, by summary dispossess proceedings or under any provision of law now or at any time hereinafter in force, by reason of or based upon or arising out of a default under or breach of this Lease on the part of Tenant (beyond any applicable notice or cure periods) or upon Landlord recovering possession of the Premises in the manner or in any of the circumstances hereinabove mentioned, whether with or without legal proceedings, by reason of or based upon or arising out of a default under or breach of this Lease on the part of Tenant after the time for curing as set forth above has elapsed, Landlord may, at its option, at any time, and from time to time, relet the Premises or any part or parts thereof for the account of Tenant or otherwise, and receive and collect the rents therefore, applying the same first to the payment of such expenses as Landlord may have incurred in recovering possession of the Premises, including reasonable legal expenses and attorneys' fees, and for putting the same into good order or condition or preparing or altering the same for re-rental, and expenses, commissions and charges paid, assumed or incurred by Landlord in and about the reletting of the Premises, and then to the fulfillment of the covenants of Tenant hereunder. Any such reletting herein provided for may be for the remainder of the Term or for a longer or shorter period. In any such case and whether or not the Premises or any part thereof are relet, Tenant shall pay to Landlord all amounts due and owing under this Lease up to the time of such termination of this Lease, or of such recovery of possession of the Premises by Landlord, as the case may be, and thereafter, Tenant shall, if required by Landlord, pay to Landlord until the end of the Term the equivalent of the amount of all the Basic Rent reserved herein and all other amounts required to be paid by Tenant, less the net avails of reletting, if any, and the same shall be due and payable by Tenant to Landlord on the applicable Due Date, that is to say, upon each of such rent payment Due Dates Tenant shall pay to Landlord the amount of the deficiency then existing.

In any of the circumstances hereinabove mentioned in which Landlord shall have the right to hold Tenant liable upon the applicable Due Date to pay Landlord the equivalent of the amount of all the Basic Rent and all other amounts required to be paid by Tenant less the net avails of reletting, if any, Landlord shall have the election in place and instead of holding Tenant so liable, forthwith to recover against Tenant as damages for loss of the bargain and not as a penalty an aggregate sum which, at the time of such termination of this Lease, or of such recovery of possession of the Premises by Landlord, as the case may be, represents the then present worth of the excess, if any, of the aggregate of the Basic Rent and all other amounts payable by Tenant hereunder that would have accrued for the balance of the Term over the aggregate rental value of the Premises for the balance of such term. Nothing herein contained shall limit or prejudice Landlord's right to prove and obtain as liquidated damages arising out of such breach or termination the maximum amount allowed by any statute or rule of law which may govern the proceeding in which such damages are to be proved, whether such amount be

greater, equal to or less than the amount of the then present worth of the excess of the Basic Rent and all other amounts payable by Tenant hereunder over the rental value referred to above.

15.2 If Tenant shall default in the payment of any Imposition or other tax or excise or in the maintenance of insurance or the repair or restoration of the Premises, or shall allow any lien arising on account of any act or omission of Tenant to attach to Landlord's title to the Premises or its interest in this Lease, or shall fail to make any other payment or perform any other act, agreement, covenant, or obligation under this Lease, beyond any applicable notice and cure periods, Landlord may cure any such default, and the cost thereof shall be additional rent due from Tenant upon demand.

15.3 Tenant hereby expressly waives the service of notice of intention to re-enter provided for in any statute now or hereafter in force, or to institute legal proceedings to that end, and also waives any and all right of redemption provided for in any statute now or hereafter in force in case Tenant shall be dispossessed by a judgment or by warrant of any court or judge. Tenant waives and will waive any and all right to a trial by a jury in the event that summary proceedings or any other action or proceeding shall be instituted by or against it. The terms "enter," "re-enter," "entry" or "re-entry," as used in this Lease, are not restricted to their technical legal meaning.

## ARTICLE 16

## Environmental Compliance and Indemnification Agreement

16.1 During the entire Term, Tenant shall comply with all federal, state and local laws, ordinances, rules and regulations now or at any time hereafter in effect which regulate, relate to or impose liability or standards of conduct concerning any Hazardous Substances as hereinafter defined (all such laws, ordinances, rules and regulations being herein collectively referred to as the "Environmental Laws"), including without limitation the Comprehensive Environmental Response, Compensation and Liability Act, the Resource Conservation and Recovery Act, and the environmental laws of the state in which the Premises are located and which directly or indirectly affect the use or occupancy of the Premises by Tenant, or anyone claiming by, through or under Tenant. Tenant shall not permit the Premises to contain, be used to store or otherwise used to handle Hazardous Substances except where stored in sealed containers and in quantities normally associated with businesses permitted to be conducted on the Premises or for office maintenance and cleaning and, in those instances, the Hazardous Substances shall be handled or stored in compliance with all Environmental Laws.

16.2 For the purposes of this Article 16, the term "Hazardous Substances" means without limitation, any flammable explosives, radioactive materials, hazardous materials, hazardous wastes, hazardous or toxic substances, or related materials defined in the Comprehensive Environmental Response, Compensation, and Liability Act of 1980, as amended (including the Superfund Amendments and Reauthorization Act of 1986, "CERCLA") (42 U.S.C. Sections 9601, et seq.), the Hazardous Materials Transportation Act, as amended (49

U.S.C. Section 1801 et seq.), the Resource Conservation and Recovery Act, as amended (42 U.S.C. Sections 6901 et seq.), Federal Water Pollution Control Act, as amended (33 U.S.C. Section 1251 et seq.), Federal Clean Water Act of 1977, as amended (33 U.S.C. Section 1257 et seq.), Federal Clean Air Act, as amended (42 U.S.C. Sections 7401-7626), Federal Insecticide, Fungicide, and Rodenticide Act, Federal Pesticide Act of 1978, as amended (7 U.S.C. Paragraph 13 et seq.), Federal Toxic Substances Control Act, as amended (15 U.S.C. Section 2601 et seq.), Federal Safe Drinking Water Act, as amended (42 U.S.C. Section 300(f) et seq.), the Occupational Safety and Health Act, as amended (29 U.S.C. Section 651), the Emergency Planning and Community Right-to-Know Act of 1986, (42 U.S.C. Section 11001 et seq.), the Mine Safety and Health Act of 1977, as amended (30 U.S.C. Section 801 et seq.), the Safe Drinking Water Act, as amended (42 U.S.C. Section 300f et seq.), and in the regulations adopted and publications promulgated pursuant thereto, as well as any substance or material defined or designated as hazardous or toxic waste, hazardous or toxic material, a hazardous, toxic or radioactive substance, or other similar term, by any federal, state or local environmental statute, regulation, or ordinance presently in effect or that may be promulgated in the future, as such statutes, regulations and ordinances may be amended from time to time.

## ARTICLE 17

## Notices

17.1 All notices and other communications in connection with this Lease shall be in writing, and any notice or other communication shall be deemed delivered to the addressee thereof (i) when actually delivered at the address set forth below for such addressee, or (ii) upon receipt or refusal of delivery after deposit with a reputable overnight courier service providing delivery receipts, delivery charges prepaid, or (iii) when sent by electronic mail or facsimile (with written confirmation of receipt), or (iv) three (3) calendar days upon receipt or refusal of delivery after deposit thereof in any main or branch United States post office certified or registered mail, postage prepaid, return receipt requested, in each case, to the appropriate addresses, electronic mail addresses or facsimile numbers, as the case may be, set forth below:

For notices and communications to Landlord:

Detroit Achievement Academy Support Corporation
c/o Detroit Achievement Academy Foundation
7000 West Outer Drive
Detroit, Michigan 48235
Attention: Kyle Smitley
Email: kyle@detroitachievement.org

With a copy to:

Applegate & Thorne-Thomsen, P.C.
425 South Financial Place, Suite 1900
Chicago, Illinois 60605
Attention: Dan Klaff
Facsimile: (312) 491-4411

Email: dklaff@att-law.com

And:

Clark Hill
151 S. Old Woodward Avenue
Suite 200
Birmingham, Michigan 48009
Attention: Joseph B. Urban
Email: jurban@clarkhill.com

For notices and communications to Tenant:

Detroit Achievement Academy
7000 West Outer Drive
Detroit, Michigan 48235
Attention: Kyle Smitley
Email: kyle@detroitachievement.org

With a copy to:

Applegate & Thorne-Thomsen, P.C.
425 South Financial Place, Suite 1900
Chicago, Illinois 60605
Attention: Dan Klaff
Facsimile: (312) 491-4411
Email: dklaff@att-law.com

And:

Clark Hill
151 S. Old Woodward Avenue
Suite 200
Birmingham, Michigan 48009
Attention: Joseph B. Urban
Email: jurban@clarkhill.com

17.2 By notice complying with the requirements of this paragraph, each party shall have the right to change the address, telecopy number, email address or addressee, or any thereof, for all future notices and communications and payments to such party or for copies of notices provided for above that are not required to be sent via certified or registered mail, but no such notice of a change of an address, telecopy number, email address or addressee, or any thereof, by notice given hereunder shall be effective until actually received by the other party.

17.3 If the date for giving any notice required or contemplated to be given pursuant to the terms of this Lease hereunder or the performance of any obligation hereunder

falls on a day other than a Business Day, then said notice or obligation may be given or performed on the next Business Day after such day.

17.4 Landlord and Tenant shall simultaneously deliver a copy of any Notice given under this Lease to any Fee Mortgagee, including, without limitation, the following:

CIVIC Builders Sub-CDE 15, LLC
c/o Civic Builders, Inc.
180 Varick Street, Suite 1414
New York, New York 10014
Attention: Daniel Arndt
Email: arndt@civicbuilders.org

with a copy to:

Nelson & Nelson PLLC
605 First Avenue, Suite 100
Seattle, WA 98104
Telephone: (206) 812-2504
Attention: Thomas H. Nelson
Email: tnelson@nelsonpllc.com

No Notice to Landlord shall be effective unless and until a copy of such notice is given to the Fee Mortgagee.

## ARTICLE 18

## Subordination and Attornment; Financing

18.1 This Lease shall be subject and subordinate to any Fee Mortgage at any time upon the Premises. As of the date hereof, Landlord has entered into that certain Mortgage, which constitutes a Fee Mortgage hereunder, for the benefit of Civic Builders Sub-CDE 15, LLC, a New York limited liability company (together with its successors and assigns, "Civic Builders") which is a Fee Mortgagee hereunder. Civic Builders shall be a third party beneficiary of this Lease. Tenant shall not have the right to grant any deed of trust or mortgage on the Premises without the written consent of Landlord and, so long as the Loan Documents remain outstanding, any Fee Mortgagee.

18.2 Tenant acknowledges that Landlord is obtaining certain financing secured by a Fee Mortgage, the proceeds of which will be used to construct new improvements and renovate certain existing improvements on the Premises, and that accordingly Tenant will benefit from such financing. Tenant further acknowledges that the terms of the loan documents that govern and secure such financing impose covenants and obligations upon Landlord, the performance and observance of which will (in whole or in part) be dependent on Tenant's actions and inactions as tenant of the Premises. Landlord has provided to Tenant copies of such loan documents (collectively, the "Loan Documents"), and Tenant has reviewed and is familiar with

the provisions of such Loan Documents. Tenant hereby covenants and agrees that Tenant shall not violate or cause a violation of the terms of such Loan Documents, and that Tenant shall perform its obligations hereunder on a prompt and timely basis to enable Landlord to comply with such Loan Documents, including but not limited to providing Civic Builders with reports and information sufficient to allow Landlord to provide the reports and information required under Sections 18 (a) and 21(qq) of that certain Loan Agreement dated as of the date hereof between Civic Builders and Landlord. Any failure by Tenant to observe or comply with the foregoing provisions that is not cured by (i) the end of the applicable notice and cure period set forth in Section 15.1 hereof or (ii) the applicable notice and cure period afforded to Landlord under the provisions of the Loan Documents (whichever is the shorter period) shall constitute a default under this Lease. This Lease shall be subject and subordinate to any Fee Mortgage at any time upon the Premises.

18.3 If the holder of a Fee Mortgage shall succeed to the rights of Landlord under this Lease, whether through possession or foreclosure action or otherwise, and this Lease is not extinguished by such foreclosure or other action, then, at the request of such party so succeeding to Landlord's rights (herein sometimes called "Successor Landlord") and upon such Successor Landlord's written agreement to accept Tenant's attornment, Tenant shall attorn to and recognize such Successor Landlord as Tenant's Landlord under this Lease. Upon such attornment, this Lease shall continue in full force and effect as, or as if it were, a direct lease between the Successor Landlord and Tenant upon all of the terms, conditions, and covenants as are set forth in this Lease and shall be applicable after such attornment. The foregoing subordination and attornment provisions shall be self-operative and no further instruments shall be required to effect such subordination and/or attornment; provided, however, that Tenant hereby agrees to execute within five (5) calendar days, if the same is required, any and all instruments in writing which may be required by Landlord or a Fee Mortgagee to confirm such subordination and attornment provisions.

18.4 In the event of such attornment, Tenant recognizes such Successor Landlord shall not be liable for, subject to, or bound by (a) any payment of the Basic Rent more than one (1) rental period in advance, except prepayments in the nature of security for the performance by Tenant of its obligations under this Lease, but only to the extent such prepayments have been delivered to such Successor Landlord, (b) any amendment of this Lease made without the consent of the holder of each mortgage or deed of trust existing as of the date of such amendment, (c) damages for any breach, act or omission of any prior landlord, (d) any offsets or defenses which Tenant might have against any prior landlord, (e) any obligations with respect to construction or completion of any improvements for Tenant's use and occupancy, or following any fire or casualty, the restoration or repair of any improvement upon the demised Premises, (f) warranties of any nature whatsoever, including any warranties respecting use, compliance with zoning, hazardous wastes or environmental laws, title, authority, habitability, fitness for purpose or possession; or (g) any assignment or subletting by Tenant made in a manner not expressly permitted under this Lease, unless such assignment or sublease was made with the consent of the holder of each mortgage or deed of trust existing as of the date of such assignment or sublease.

18.5 Tenant shall provide Landlord's Lender with prompt notice of any asserted default against Landlord under this Lease. In the event of any act or omission of

Landlord which would give Tenant the right, immediately or after lapse of time, to cancel or terminate the Lease, or to claim a partial or total eviction or to exercise any other remedy, Tenant shall not exercise such right or remedy until the Fee Mortgagee has received notice and a reasonable period of time to cure said default (provided such period shall not exceed ninety (90) days), except that no default shall be deemed to have occurred if curing such default cannot reasonably by its nature be accomplished within such ninety (90) day period, so long as Fee Mortgagee has commenced curing the same within such ninety (90) day period and thereafter shall diligently and continuously prosecute the same to completion, said cure period commencing after the end of Landlord's cure period and after Fee Mortgagee is entitled under the Loan Documents to remedy the same; provided that Fee Mortgagee shall give Tenant written notice of its intention to, and shall commence and continue with due diligence to, remedy such act or omission. Notwithstanding the foregoing, Fee Mortgagee shall have no obligation to remedy or to continue to remedy any such act or omission.

18.6 No event of default by Landlord shall be deemed to exist with respect to a non-monetary default under the Lease in respect of the performance of work required to be performed, or of acts to be done, or of conditions to be remedied, if steps shall, in good faith, have been commenced by any of Landlord's Lender within the time permitted therefore to rectify the same and shall be prosecuted to completion with diligence and continuity.

18.7 Except for a termination of this Lease as a result of any uncured event of default under this Lease, no agreement between Landlord and Tenant canceling or surrendering this Lease or modifying the terms of the Lease shall be effective without the prior written consent of Fee Mortgagee.

18.8 Landlord and Tenant agree from time to time, upon no less than twenty (20) days prior notice from the other, to execute, acknowledge and deliver to the other a statement that shall: (a) indicate the aggregate amount of all payments that have been made by Tenant and, further categorize and tabulate these payments as payments towards rent and payments in addition to rent; and (b) certify that (i) this Lease is unmodified and in full force and effect (or, if there have been any modifications, that the same is in full force and effect as modified and stating the modifications), (ii) that rent has been paid, and that no other payments are due under this Lease (or if rent or other payments are due, the nature and amount of the same), and (iii) whether, to the actual knowledge of such party, there exists any uncured default by the other party, or any defense, offset, or counterclaim against the other party, and, if so, the nature of such default, defense, offset or counterclaim. The statement may be relied on by any auditor, creditor and lender and by any prospective purchaser or encumbrancer of the Premises or all or any part or parts of Landlord's or Tenant's respective interests under this Lease.

18.9 No union of the interests of Landlord and Tenant herein shall result in a merger of this Lease of their respective interests in the Premises.

18.10 Tenant covenants it will not treat the Lease as terminated by any election made under Section 365(h) of the United States Bankruptcy Code of 1978 or under any similar law or right of any nature, and hereby assigns to Fee Mortgagee any right to acquiesce in any such termination.

18.11 Tenant acknowledges that Landlord has agreed with Fee Mortgagee not to consent to or accept any payment of rent more than thirty (30) calendar days in advance or the prepayment of any other sums due under this Lease, without in each case securing the prior written consent thereto from Fee Mortgagee, and agrees that neither Fee Mortgagee nor any successor owner shall be bound by any such prepayment.

18.12 During the first ten (10) years of the Term of this Lease and such additional period as Fee Mortgagee may require, Tenant shall provide such information as may be reasonably requested by Landlord on behalf of the Fee Mortgagee in order to comply with requirements of the CDFI Fund with respect to New Markets Tax Credit program data collection. The Premises shall be operated in a manner that satisfies and shall continue to satisfy all restrictions applicable to the Premises and real property on which the Premises is located and "qualified businesses" (as defined under Section 45D of the Tax Code and Treasury Regulations and Guidance).

## ARTICLE 19

## Estoppel Certificates

19.1 Tenant shall execute, acknowledge and deliver to Landlord from time to time, upon request by Landlord at least ten (10) calendar days prior to such delivery, a statement in writing certifying to any prospective purchaser or any existing or prospective Fee Mortgagee designated in Landlord's request, that this Lease is unmodified and in full force and effect (or, if there have been modifications, that this Lease is in full force and effect as modified, stating the modifications), the date to which the Basic Rent has been paid and whether Landlord is in default under this Lease, and, if in default, specifying each such default. Certificates delivered hereunder may be relied upon by the party or parties to whom the certification is made.

## ARTICLE 20

## Surrender of Premises

20.1 Tenant shall, upon termination of this Lease, surrender to Landlord the Premises in good order, condition and repair, except for reasonable wear and tear and for damage that Tenant is not required under the terms of this Lease to restore or repair, free and clear of all tenancies and occupancies, provided, however, that Tenant shall be entitled to remove from the Premises Tenant's personal property.

## ARTICLE 21

## Quiet Enjoyment

21.1 Landlord covenants that Tenant, upon paying the Basic Rent, additional rent and all other charges herein provided for and observing and keeping the covenants, agreements and conditions of this Lease on its part to be kept, shall lawfully and quietly hold, occupy and enjoy the Premises during the Term without hindrance or molestation of Landlord, subject, however, to the matters herein set forth.

## ARTICLE 22

## Broker

22.1 The parties hereto covenant and agree with each other that no person is entitled to a brokerage commission, finder's fee, or other similar form of compensation in connection with the execution of this Lease. Each party agrees to hold harmless the other for any action or claim by a person alleging entitlement to such a fee and claiming through that party.

## ARTICLE 23

## Miscellaneous

23.1 If any term or provision of this Lease or the application thereof to any Person or circumstance shall, to any extent, be invalid and unenforceable, the remainder of this Lease, or the application of such term or provision to Persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each term and provision of this Lease shall be valid and be enforced to the fullest extent permitted by law.

23.2 Provisions setting forth obligations or conditions to be performed or observed by Landlord or Tenant shall be construed as covenants by such party to perform or observe the same.

23.3 The specific remedies to which Landlord or Tenant may resort under the terms of this Lease are cumulative and are not intended to be exclusive of any other remedies or means of redress to which they may be lawfully entitled in case of any breach or threatened breach by either of them of any provision of this Lease. The failure of Landlord or Tenant to insist in any one or more cases upon the strict performance of any of the covenants of this Lease, or to exercise any option herein contained, shall not be construed as a waiver or relinquishment for the future of such covenant or option. A receipt by Landlord of rent with knowledge of the breach of any covenant or agreement hereof shall not be deemed a waiver of such breach, and no waiver, change, modification or discharge by either party hereto of this Lease or of any provision in this Lease, or surrender of the leasehold estate hereby created, shall be deemed to have been made or shall be effective unless expressed in writing and signed by both Landlord and Tenant. In addition to the other remedies in this Lease provided, Landlord and Tenant shall be entitled to the restraint by injunction of the violation, or attempted or threatened violation, of any of the covenants, conditions or provisions of this Lease or to a decree compelling performance of any of such covenants, conditions or provisions.

23.4 The captions of this Lease are for convenience and reference only and in no way define, limit or describe the scope or intent of this Lease nor in any way affect this Lease.

23.5 The table of contents preceding this Lease is for the purpose of convenience and reference only and is not to be deemed or construed in any way as part of this Lease, nor as supplemental thereto or amendatory thereof.

23.6 This Lease may be executed in any number of counterparts, each of which when so executed shall be deemed to be an original and such counterparts together shall

constitute but one and the same indenture which shall be sufficiently evidenced by any such executed counterpart. Any such counterparts may be delivered by e-mail or in .pdf format or by facsimile, and all such counterparts so delivered shall be treated as original documents for all purposes.

23.7 This Lease is governed as to performance and interpretation in accordance with the laws of the State of Michigan, without regard to its choice of law principles. Landlord irrevocably submits itself to the original jurisdiction of the courts located in the County of Wayne, State of Michigan, with regard to any controversy in connection with this Lease. Service of process on Landlord may be made, at the option of Tenant, either by registered or certified mail addressed to the applicable office as provided for in this Lease, by registered or certified mail addressed to the office actually maintained by Landlord, or by personal delivery on any officer or registered agent of Landlord. If any action is brought by Landlord against Tenant concerning this Lease, the action must be brought only in those courts located within the County of Wayne, State of Michigan.

23.8 No agreement hereafter made shall be effective to change, modify, discharge or effect an abandonment of this Lease in whole or in part unless such agreement is in writing and signed by the party against whom enforcement of the change, modification, discharge or abandonment is sought.

23.9 The covenants and agreements herein contained shall, subject to the provisions of this Lease, bind and inure to the benefit of the successors and assigns of the respective parties hereto.

23.10 Whenever the date for the performance of any term, condition, obligation, covenant, agreement or provision required or provided under this Lease falls on a Saturday, Sunday or legal holiday in the jurisdiction in which the Premises are located, such date shall be extended to the next succeeding Business Day.

23.11 Whenever used in this Lease, the singular number shall include the plural, the plural the singular, and the use of any gender shall be applicable to all genders.

23.12 Time is of the essence with respect to this Lease and each and every term, condition, obligation, covenant, agreement or provision contained herein.

23.13 Landlord and Tenant each acknowledges and agrees that it is in their mutual interest that this Lease is, and shall be treated as an “operating” or “true” lease for federal income tax purposes, for accounting purposes and for all other purposes. Landlord and Tenant shall file all applicable returns and reports in a manner consistent with the foregoing.

23.14 Landlord and Tenant acknowledge that this Lease is not recorded, and hereby agree that, if so required by a Fee Mortgagee, within twenty (20) days after receipt of a written request therefor from Landlord or Fee Mortgagee, Landlord and Tenant shall record a memorandum of lease in a form approved by Fee Mortgagee at the sole expense of Tenant.

## ARTICLE 24

## Definitions

24.1 Wherever in this Lease the term "Unavoidable Delays" or words of similar import appear, they shall be construed to mean delays due to strikes, lock-outs, acts of God, inability to obtain labor or materials, governmental restrictions, enemy action, civil commotion, fire, unavoidable casualty or similar causes, provided such similar causes are beyond the control of Tenant or Landlord, as the case may be. Whenever delay in completion of a performance is excused by reason of Unavoidable Delays, delay in commencement of such performance will also be excused if caused by Unavoidable Delays, provided, however, that an "Unavoidable Delay" shall not extend the time for commencement or completion of performance of an obligation hereunder for more than sixty (60) calendar days.

24.2 Whenever in this Lease the term "Fee Mortgage" is used, it shall mean any mortgage which at the time in question is a lien on Landlord's fee interest in the Premises and any supplement to, modification, renewal, consolidation, replacement or extension thereof. The term "Fee Mortgagee" shall mean the holder of such Fee Mortgage. When there is more than one Fee Mortgage, the Fee Mortgage being a first lien on Landlord's fee interest in the Premises (or if there is only one Fee Mortgage, then that mortgage) shall be designated as the first Fee Mortgage and the holder thereof as the first Fee Mortgagee.

24.3 Whenever in this Lease the word "Person" is used, it shall mean any natural person, any corporation or any other legal or commercial entity.

24.4 Whenever in this Lease the term "Business Day" is used, it shall mean any day other than a Saturday, Sunday or national bank holiday.

**[SIGNATURE PAGE FOLLOWS]**

WITNESS the due execution hereof as of the day and year first above written.

**LANDLORD:**

**DETROIT ACHIEVEMENT ACADEMY SUPPORT CORPORATION,**
a Michigan nonprofit corporation

By: _____
Name: Kyle Smitley
Title: President

**TENANT:**

**DETROIT ACHIEVEMENT ACADEMY,**
a Michigan nonprofit corporation

By: _____
Name: Lewis Butler
Title: President

WITNESS the due execution hereof as of the day and year first above written.

**LANDLORD:**

**DETROIT ACHIEVEMENT ACADEMY SUPPORT CORPORATION,**
a Michigan nonprofit corporation

By: _____
Name: Kyle Smitley
Title: President

**TENANT:**

**DETROIT ACHIEVEMENT ACADEMY,**
a Michigan nonprofit corporation

By: _____
Name: Lewis Butler
Title: President

**EXHIBIT A**

**DESCRIPTION OF PROPERTY**

South 1/2 of the South 1/2 of the East 1/2 of the Northeast 1/4 of the Southeast 1/4 of Section 12, Town 1 South, Range 10 East, excepting the Easterly 53.00 feet thereof conveyed to the Wayne County Road Commission for the widening and changing of Greenfield Road in the City of Detroit and excepting the South 75.00 feet taken for widening of Outer Drive.

Assessed As:
That part of East 1/2 of Northeast 1/4 of Southeast 1/4 of Section 12, Town 1 South, Range 10 East, lying between Beechhurst Subdivision and Outer Drive except East 53 feet.

**EXHIBIT B**

**BASIC RENTAL**

| Payment Period | Quarterly Amount | Annual Amount |
|---|---|---|
| June 1, 2022 – December 31, 2027 | $148,750 | $595,000 |
| January 1, 2028 – December 31, 2028 | $195,000 | $780,000 |
| January 1, 2029 – December 31, 2029 | $210,500 | $842,000 |
| January 1, 2030 – December 31, 2030 | $212,000 | $848,000 |
| January 1, 2031 - December 31, 2050 | $215,250 | $861,000 |

# 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:** BLDG20-01539

7000 OUTER DR
DETROIT, MI 48235
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: 02/21/2023

# CERTIFICATE OF USE AND OCCUPANCY

# PERMANENT

**Michigan Department of Licensing and Regulatory Affairs**
Bureau of Construction Codes/Building Division
P.O. Box 30254
Lansing, MI 48909
Authority: 1972 PA 230
(517) 241-9317

**Building Permit No:** BLDG18-01325

8411 SYLVESTER ST
Detroit, MI 48214
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: 09/04/2020