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**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 MERIT CHARTER ACADEMY
(A PUBLIC SCHOOL ACADEMY)**

**CONFIRMING THE STATUS OF
DETROIT MERIT CHARTER ACADEMY**

AS A

PUBLIC SCHOOL ACADEMY

**DATED:
JULY 1, 2025**

GENERAL INDEX

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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 Merit Charter 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 Merit Charter Academy
Attn: Board President
1091 Alter Road
Detroit, MI 48215

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 five (5) years until June 30, 2030, 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: 
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 MERIT CHARTER ACADEMY

By: 
Academy Board President

SCHEDULE 1

**METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION**



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON OCTOBER 18, 2024:

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

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on June 21, 2002, authorized the issuance of a charter contract to the Detroit Merit Charter Academy and authorized the reissuance of a contract to charter the Academy at its meeting on May 5, 2009; and

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on February 11, 2011, authorized the conversion of the Academy from a 6a public school academy to a 6e School of Excellence; 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 present Board of Directors of the Academy has requested the reissuance of a 6a contract to charter as a public school 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, 2025, and ending June 30, 2030;

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 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 28th day of October 2024.

A handwritten signature in black ink, appearing to read 'Stacie R. Behler', is written over a horizontal line.

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



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON APRIL 27, 2018:

Reauthorization of 6e Charter Contract – Detroit Merit Charter Academy,
Detroit (7 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on June 21, 2002, authorized the issuance of a charter contract to the Detroit Merit Charter Academy and authorized the reissuance of a contract to charter the Academy at its meeting on May 5, 2009; and

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on February 11, 2011, authorized the conversion of the Academy from a 6a public school academy to a 6e School of Excellence; and

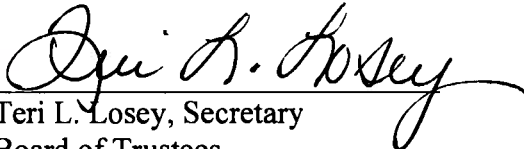
WHEREAS, the University's Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy; and

WHEREAS, the present Board of Directors of the Academy has requested the reissuance of a contract to charter as a 6e School of Excellence; and

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a School of Excellence to the Academy for a seven (7) year term beginning July 1, 2018, 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 School of Excellence to the Academy and authorizes the University President or designee to execute the contract to charter a School of Excellence 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 7th day of May 2018.


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



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 11, 2011:

Detroit Merit Academy Contract Conversion Authorizing Resolution

The following resolution is proposed:

WHEREAS, the Michigan Legislature has provided for the establishment of a School of Excellence ("School of Excellence") as part of the Michigan public school system by enacting Act Nos. 201 through 205 of the Public Acts of 2009; and

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

WHEREAS, the Michigan Legislature has mandated that a School of Excellence contract be issued on a competitive basis taking into consideration the resources available for the proposed School of Excellence, the population to be served by the proposed School of Excellence, the educational goals to be achieved by the proposed School of Excellence, and the applicant's track record, if any, in operating public school academies or other public schools; and

WHEREAS, the University Board, having received requests for converting a Public School Academy to a School of Excellence, and having examined the ability of the proposed performance standards, proposed academic program, financial viability of the applicant, and the ability of the proposed School of Excellence board of directors to meet the contract goals and objectives;

WHEREAS, the Board of Directors of Detroit Merit Academy ("Academy") passed a resolution requesting that Grand Valley State University terminate its existing charter contract prior to the expiration date to allow for conversion from their 6A charter contract to 6E charter contract; and



WHEREAS, Section 10.5 of the charter contract between the University Board and the Academies allow the University Board to waive the requirement of the Academies to provide at least a ten (10) month notice of intent to terminate the charter contract;

NOW, THEREFORE, BE IT RESOLVED:

AUTHORIZING RESOLUTION FOR DETROIT MERIT ACADEMY, A SCHOOL OF EXCELLENCE:

1. The University Board accepts the request of the Board of Directors of Detroit Merit Academy to terminate its 6a charter contract so that each Academy can convert to a School of Excellence under 6e of the Michigan Revised School Code.
2. The University Board waives the ten (10) month notice of intent to terminate and agrees to terminate the charter contract with an effective date to be determined by the University Charter Schools Office and authorizes the Charter Schools Office Director to take the actions necessary to conclude contractual responsibilities and obligations.
3. That the request for Arbor Academy submitted under Part 6e of the Code, MCL 380.551 et seq. ("Part 6e"), meet the University Board's requirements and the requirements of applicable law and is therefore approved;
4. Pursuant to the Method of Selection Resolution adopted by the University Board, the following number (#) persons are appointed as the initial board of directors for the Academies for the Schools of Excellence:

William A. Beddoes	1 year term expiring June 30, 2011
Paul A. Schaap, Ph.D.	1 year term expiring June 30, 2011
Robert J. Farhat	2 year term expiring June 30, 2013
Janis C. Ramsey	2 year term expiring June 30, 2013
Glenn M. Clark	3 year term expiring June 30, 2014

The University Board approves and authorizes the issuance of School of Excellence contracts to the Academies and authorizes the University President or designee to execute contracts to charter Schools of Excellence and related documents issued by the University Board to each Academy, provided that, before execution of the contract, the University President or his 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.

Detroit Merit Academy Contract Conversion Method of Selection Resolution

The following resolution is proposed:

DETROIT MERIT ACADEMY SCHOOL BOARD OF DIRECTORS: METHOD OF SELECTION AND APPOINTMENT

WHEREAS, the Board of Trustees of Grand Valley State University ("University Board") is interested in issuing a contract to a School of Excellence ("School of Excellence") resulting from the passage of Public Acts 201 through 205 of 2009; and

WHEREAS, MCL 380.553(4) of the Revised School Code ("Code") provides that an authorizing body shall "adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors of each School of Excellence subject to its jurisdiction," and

WHEREAS, the University Board has determined that each contract issued by the University Board shall contain the following method of selection and appointment process until otherwise amended by the University Board;

NOW, THEREFORE, BE IT RESOLVED:

The following method of selection and appointment process for a School of Excellence Board Member applies to a School of Excellence authorized by the University Board:

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

and (ii) the Criminal Background and History Check Report prescribed by the University Charter Schools Office.

- b. Subsequent School of Excellence Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board member positions. As part of the appointment process, the Academy Board may submit to the CSO 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 CSO Director may or may not recommend the proposed nominee submitted by the Academy Board. If the CSO Director does not recommend a nominee submitted by the Academy Board, the CSO Director shall select a nominee and forward that recommendation to the University Board for appointment. The University Board shall have the sole and exclusive right to appoint members to the Academy Board.
 - c. Exigent Appointments: When the CSO Director determines an “exigent condition” exists which requires him/her to make an appointment to an Academy Board, the CSO Director, with University President approval, may immediately appoint a person to serve as an Academy Board member for the time specified, but not longer than the next meeting held by the University Board when a regular appointment may be made by the University Board. The CSO Director shall make the appointment in writing and notify the Academy Board 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 University Board 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 University Charter Schools Office including, but not limited to, a School of Excellence Board Member Questionnaire and a release for criminal records and 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 the University or be a member of the University Board.

3. Oath /Acceptance of Office/Voting Rights: Following appointment by the University Board, 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 University Board 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 University Board determines that an Academy Board member’s service in office is no longer required, then the University Board 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 also be removed from office by a two- thirds (2/3) vote of the Academy Board for cause.

5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the CSO Director. The resignation is effective upon receipt by the CSO 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 CSO Director shall confirm a resignation in writing. The resignation shall be effective upon the date the CSO 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

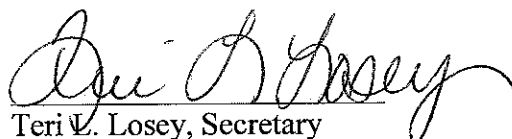
7. Filling a Vacancy: The Academy Board may nominate and the CSO Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Appointments" and "Exigent Appointment" procedures in this resolution.
8. Number of Academy Board Member Positions: The number of Academy Board member positions 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)

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)

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 1st day of March, 2011.



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



**CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON MAY 5, 2009:**

09-2-17 (17) Charter Schools Report

On motion by Mrs. Johnson and second by Ms. Myers, the following resolution was adopted unanimously:

Detroit Merit Charter Academy, Detroit (7 year)


WHEREAS, the Board of Trustees of Grand Valley State University at its meeting on June 21, 2002, authorized the issuance of a contract to charter a public school academy to Detroit Merit Charter Academy (the "Academy") with an effective date of June 21, 2002.

NOW, THEREFORE, BE IT RESOLVED:

1. The Board of Directors of the Academy were selected in accordance with the resolution adopted by the Grand Valley State University Board of Trustees establishing the method of selection, length of term, and number of members of the Academy Board. This resolution is incorporated in and made part of the contract as Schedule 1.
2. The contract of this Academy is due to expire on June 30, 2009.
3. The University's Charter Schools Office has completed its evaluation and assessment of the operation and performance of the Academy.
4. The Board of Trustees of Grand Valley State University may consider the reissuance of a contract to charter following an evaluation and assessment by the University's Charter Schools Office that concludes that the operation and performance of the academy warrants the reissuance of a contract.
5. The present Board of Directors of the Academy has requested the reissuance of a contract to charter as a public school academy.

6. The University President or his 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, 2009 and ending June 30, 2016.
7. The Grand Valley State 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 corporation to be hereto affixed this 18th day of May, 2009.



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



CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF
GRAND VALLEY STATE UNIVERSITY ON JUNE 25, 2004:

Method of Selection Resolution

On motion by Mrs. Dalman and second by Mrs. Taylor, the following
resolution was adopted unanimously:

**PUBLIC SCHOOL ACADEMY BOARD OF DIRECTORS:
METHOD OF SELECTION AND APPOINTMENT**

WHEREAS, MCL 380.503(4) of the Revised School Code ("Code")
provides that "an authorizing body shall adopt a resolution establishing
the method of selection, length of term, and number of members of the
board of directors of each public school academy subject to its
jurisdiction," and

WHEREAS, the Board of Trustees of Grand Valley State University
desires to amend the resolution outlining the method of selection, length of
term, number of members and other pertinent matters related to
appointments and service of the directors of the boards of its authorized
public school academies, and

WHEREAS, the Board of Trustees has determined that a change in the
method of selection process is in the best interest of the University and
that such changes be incorporated into new and existing contracts effective
July 1, 2004,

NOW, THEREFORE, BE IT RESOLVED:

The following method of selection of Academy Board members applies to
all public school academies authorized by the Board of Trustees:

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 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.

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:

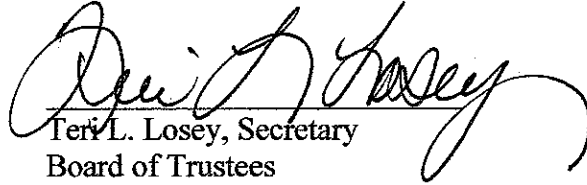
# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

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)

The Director is authorized to present this resolution to all public school academies authorized by the Board of Trustees. By contract or upon approval by an Academy Board, the Director is authorized to take action to implement the necessary contract amendments.

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 July, 2004.


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

SCHEDULE 2

ARTICLES OF INCORPORATION

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES		
Date Received FEB 25 2021	(FOR BUREAU USE ONLY) Filing No: 1 24572210-1 02/23/21 Chk#: 13909 Amt: \$10.00 ID: 800891320	
	This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.	
Name		FILED MAR 04 2021 ADMINISTRATOR CORPORATIONS DIVISION
Address		
City	State	
		EFFECTIVE DATE:

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

If left blank document will be mailed to the registered office.

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RESTATED ARTICLES OF INCORPORATION

For Use by Domestic Nonprofit Corporations

OF

DETROIT MERIT CHARTER ACADEMY

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6E of the Revised School Code (the "Code"), as amended, being Sections 380.551 to 380.561 of the Michigan Compiled Laws, the undersigned corporation executes the following Restated Articles:

The present name of the corporation is: Detroit Merit Charter Academy

The corporation identification number ("CID") assigned by the Bureau is: 800891320.

The corporation has used no other names.

The date of filing the original Articles of Incorporation was: August 2, 2002.

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

ARTICLE I

The name of the corporation is: Detroit Merit Charter 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 6E of the Code, being Sections 380.551 to 380.561 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

The corporation is organized upon a Nonstock basis.

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

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

The corporation is organized on a Directorship basis.

ARTICLE IV

The name of the resident agent at the registered office: Nicholas S. Kovach

The address of its registered office in Michigan is: 34705 W. Twelve Mile Road, Suite 160, Farmington Hills, MI 48331.

The mailing address of the registered office in Michigan is the same.

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 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 these Articles. 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.

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 these Articles.
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)

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.

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 officer, 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:

- (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 15th day of AUGUST, 2019, in accordance with the provisions of Section 641 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 15 day of August, 2019.

By: _____

Robert Farhat, President

CONTRACT SCHEDULE 3

BY LAWS

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BYLAWS
OF
DETROIT MERIT CHARTER ACADEMY

ARTICLE I

NAME

This organization shall be called Detroit Merit Charter Academy (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 34705 W. 12 Mile Rd. Suite 160 Farmington Hills, MI 48331. The registered agent is Nicholas S. Kovach. 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 these bylaws. 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 these Articles.
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 or persons authorized to call special meetings of the Academy Board may fix the place within the state of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of Michigan. The corporation shall provide notice of all special meetings 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 depositories 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 by 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 Compiled 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 15 day of 2009,
2019 AUGUST

William L. Tuglie
Board Secretary

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 Merit Charter 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
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: February 5, 2025

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SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS



**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	4 th 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	1 st 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	2 nd 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	3 rd 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. <i>Meeting schedule should be available on academy website.</i>	CSO
7 days prior to meeting	Board packet- including Agenda and all attachments. <i>Agenda should be available on academy website.</i>	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. <i>Minutes should be available on academy website.</i>	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 <i>Amended</i> 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 <i>(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)</i>	SUBMIT TO:
Board adopted Purchasing Policy (date of approval or revision). Reference: MCL 380.1267, MCL 380.1274	CSO
Use of Medications Policy (date of approval or revision). Reference: MCL 380.1178, 380.1178a, 380.1179	CSO
Harassment of Staff or Applicant Policy (date of approval or revision). Harassment of Students Policy (date of approval or revision) Reference: MCL 380.1300a	CSO
Search and Seizure Policy (date of approval or revision). Reference: MCL 380.1306	CSO
Emergency Removal, Suspension and Expulsion of Students Policy (date of approval or revision). 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). Reference: MCL 380.1137	CSO
Board Member Reimbursement of Expenses Policy (date of approval or revision). 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). Reference: MCL 324.8316, 380.1256	CSO

Nondiscrimination and Access to Equal Educational Opportunity Policy (date of approval or revision). 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). PA 105 of 1855, being MCL 21.146, Section 11.10 of the Charter Contract	CSO
Parental Involvement Policy (date of approval or revision). Reference: MCL 380.1294	CSO
Wellness Policy (date of approval or revision). Reference: 42 USC §§ 1751, 1758, 1766; 42 USC § 1773	CSO
Corporal Punishment Policy (date of approval or revision). Reference: MCL 380.1312(8)&(9);	CSO
Anti-Bullying Policy (Matt's Safe School Law) (date of approval or revision). Reference: MCL 380.1310b	CSO
Cardiac Emergency Response Plan (date of approval or revision). Reference: MCL 29.19	CSO
Emergency Operations Plan (date of approval or revision). Reference: MCL 380.1308b	CSO
Data Breach Response Plan (date of approval or revision). 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
1 st 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.
2 nd 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”

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (“**Agreement**”) by and between National Heritage Academies, Inc., a Michigan corporation (“**NHA**”), and Detroit Merit Charter Academy, a body corporate and school of excellence (the “**School**”) is effective the 1st day of July, 2025 (the “**Effective Date**”). For purposes of this Agreement, NHA and the School shall be referred to collectively as the “**Parties**.”

RECITALS

WHEREAS, the School was issued a Charter Contract by Grand Valley State University Board of Trustees (the “**Authorizer**”) to operate a school of excellence pursuant to the Michigan Revised School Code (the “**Code**”); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on NHA’s school design, comprehensive educational program and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

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

ARTICLE I

CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with NHA for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “**Services**”).

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

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent

contractor relationship shall extend to the officers, directors, employees, and representatives of NHA. Consistent with the status of an independent contractor, NHA reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Board policy, applicable law and the Charter. NHA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. The Board shall by Board resolution appoint the Board Treasurer, or such other officer as determined by the Board, to serve as the chief administrative officer of the School (the “CAO”) under the Uniform Budgeting and Accounting Act, MCL 141.421 *et seq.* (the “**Budgeting and Accounting Act**”) Notwithstanding any other provision of the Agreement to the contrary, the Board resolution shall designate NHA’s chief financial officer, or such other NHA officer or employee as is mutually agreed upon by NHA and the School, as the designated agent of the CAO to assist the CAO with the performance of the CAO’s duties under the Budgeting and Accounting Act.

2. NHA, including its directors, officers, and employees are hereby designated as “School Officials” for purposes of the Family Educational Right and Privacy Act, and its implementing regulations, 20 U.S.C. §1232g *et seq.* (FERPA); 34 CFR § 99.31(a)(1)(i)(B).

3. NHA, its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

ARTICLE II

TERM & TERMINATION

A. Term. This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the revocation, termination or expiration of the Charter currently in effect, inclusive of any Charter reauthorization or renewal periods thereof (the “**Term**”). The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and NHA submit an amended or restated Agreement for review by the Authorizer. The first school year of this Agreement shall commence July 1, 2025 to June 30, 2026, and each school year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i)

NHA's failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, termination, revocation, or non-renewal of the Charter.

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

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

4. Revocation or Termination of Charter. If the School's Charter issued by the Authorizer is revoked or terminated, this Agreement shall automatically terminate on the same date as the School's Charter is revoked or terminated without further action of the parties.

5. Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.7 of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and NHA shall have no recourse against the Academy or the Authorizer for implementing such site closure or reconstitution.

6. If this Agreement is terminated prior to the end of the Term other than as provided for in Article II(B)(4) of this Agreement, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

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

1. Subject to any provisions contained in a lease between the Parties, the Parties shall have the right to remove from the School any equipment or other assets owned or leased by the respective Party;

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

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

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

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

ARTICLE III

OBLIGATIONS OF NHA

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

B. Comprehensive Educational Program. The School has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.

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

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

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

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

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

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

H. Pupil Performance Standards and Evaluation. NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each School student.

NHA shall be responsible and accountable to the Board for the academic performance of students who are enrolled at the School. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

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

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All School Records shall be physically or electronically available at the School's physical facility upon request made by the Board or the Authorizer. NHA shall make information concerning the operation and management of the School, including without limitation the information described in Schedule 6 of the Charter, available to the School as deemed necessary by the Board in order to enable the School to fully satisfy its obligations under Section 11.23(a) of the Charter. NHA shall provide the Board on a timely basis all information that is required to be disclosed under section 22f of the State School Aid Act of 1979, MCL 388.1622f.

On an annual basis, NHA agrees to provide the Board the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the School's website homepage, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c and 553c of the Code, MCL 380.503c and MCL 380.553c, whichever is applicable, shall have the same meaning in this Agreement. Additionally:

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

(2) NHA shall not use or disclose CDI received from or on behalf of the School except as permitted or required by this Agreement and/or applicable law.

(3) Upon termination or other conclusion of this Agreement, NHA shall return all CDI to the School.

(4) NHA shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity

and availability of all CDI received from, or on behalf of, the School or its students. These measures will be extended by contract to include subcontractors used by the NHA.

(5) NHA, within two business days of discovery, shall report to the Board any use or disclosure of CDI not authorized by this Agreement. NHA's report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what NHA has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action NHA has taken or shall take to prevent future similar unauthorized use or disclosure. NHA shall provide such other information, including a written report, as reasonably requested by the Board.

K. Facility. NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. The facility shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board policy, if any, and the Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records. NHA shall provide the Board on a timely basis all information concerning the operation and management of the School that is required by MCL 380.503(6)(m) or 380.553(5)(l), either as may be applicable.

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

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

ARTICLE IV

OBLIGATIONS OF THE BOARD

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

B. School Budget. The Board is responsible for establishing, approving and amending the Budget in accordance with the Budgeting and Accounting Act.

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

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

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

F. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.

ARTICLE V

INTELLECTUAL PROPERTY

A. Definitions.

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

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

reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. School Materials. The School shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the School as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the School during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA (collectively, the “**School Materials**”). The School Materials shall include all intellectual property rights associated therewith.

C. NHA Materials. NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the Term, provided such materials do not reference School Materials or incorporate any Confidential Information of the School; and (iii) any and all Educational Materials and non-curriculum materials provided to the School by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the “**NHA Materials**”).

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

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

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

G. NHA Marks. During the Term, NHA grants the School a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA’s trade name(s) and NHA’s trademark(s) (the “**NHA Marks**”) solely for the purposes of promoting and

advertising the School. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA's prior written permission. The School shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the School shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

ARTICLE VI

SOLICITATION AND USE OF PRIVATE FUNDS

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

ARTICLE VII

FINANCIAL ARRANGEMENTS

A. Revenues. Except as provided herein, all monies received by the School shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the School shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the School, including but not limited to:

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

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter, the Michigan Budgeting and Accounting Act, and applicable law (the “**Budget**”). The Budget shall include all of the School’s projected revenues and expenses at the object level as described in the Michigan Department of Education’s Michigan School Accounting Manual. For the School’s first school year, the Budget shall be submitted prior to the beginning of the school year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next school year.

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

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, NHA shall allocate to an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in

the Budget for that respective school year, or (ii) \$35,000 (the “**Board Spending Account**”). The aforesaid amount shall be deposited by NHA into the Board Spending Account pro-rata during the course of the School’s school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carryover annually. Items purchased by NHA for the School and paid for by the School with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the School. The property of the School excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the School with funds from the Board Spending Account. NHA, in making such purchases for the School pursuant to this subsection, shall comply with applicable law, as if the School were making such purchases itself from a third party, and shall provide the Board, upon request, available documentation evidencing the costs associated with such purchases. NHA shall maintain a listing of all assets owned by the School and shall provide the list to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the “**Fee**”), from which it shall pay all operating costs of the School as detailed in the Budget. NHA and the Board acknowledge that operating costs includes an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. NHA shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by NHA in operation and/or management of the School during the School’s fiscal year. NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the School.

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

G. Other Schools. The School acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by NHA, and shall reflect in the School’s financial records only those expenses incurred in the operation of the School. If NHA incurs expenses that are for both the benefit of the School and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the School, on a prorated basis based upon the number of enrolled students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing and development costs incurred solely for the benefit of NHA (and not the School) be allocated to the School.

H. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.
2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a

Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.

3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.

4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of NHA, and shall retain all of the aforereferenced records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

J. Accounting Standards; Annual Audit.

1. The School shall at all times comply with generally accepted public sector accounting principles, accounting system requirements of the State School Aid Act of 1979, as amended, applicable Michigan Department of Education rules, and applicable law.

2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.

3. Subject to applicable law, all records in the possession or control of NHA that relate to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.

K. Contributions; Repayment. NHA shall make contributions to the School in the event School expenses for the Services exceed Revenues (the "**Contributions**"). The Contributions, if any, shall be in amounts acceptable to the Parties and, once made, shall be included in the Budget. The School shall not be legally obligated to repay NHA for the Contributions. NHA's agreement to make such Contributions shall not be deemed to negate or mitigate the need for the School to apply for or solicit state or federal start-up funds, grants or sub-grants which the School, as a public school, may be eligible to receive.

ARTICLE VIII

PERSONNEL & TRAINING

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the

Charter and applicable law. Personnel working at the School shall be employees of NHA unless otherwise expressly agreed by NHA and the Board. NHA and the Board each shall be responsible for their respective employees. However, the compensation of all employees working at the School shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person assigned by NHA under this Agreement to regularly and continuously work in any of the School's facilities or at program sites where the School delivers Services. NHA shall pay all salaries, wages, benefits, payroll and other taxes to or on account of its employees. The Academy shall not be liable for the payment of any such salaries, wages, benefits, payroll or taxes thereon for or on behalf of any NHA employee, contractor or agent. NHA acknowledges and agrees that it is the sole and exclusive responsibility of NHA to make the requisite tax filings, deductions and payments to the appropriate federal, state and local tax authorities for and on behalf of all persons employed or engaged by NHA to provide Services under this Agreement. As applicable, NHA shall conduct employee evaluations consistent with Section 1249 and 1250 of the Code.

B. School Administrator. The School administrator (the "**Administrator**") shall be an employee of NHA and not the Board. The duties and terms of the Administrator's employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the School. The Administrator shall attend meetings of the Board and shall provide reports to the Board. The accountability of NHA to the School is an essential foundation of this Agreement. NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the School. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input of the Board or the Board's designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within NHA. Notwithstanding any of the foregoing, the placement of the initial Administrator for the School in its first year of operation shall be made by NHA.

As the employer, NHA shall be solely responsible for the performance evaluation of the Administrator. NHA shall seek feedback from the Board prior to completing an annual Administrator performance evaluation.

C. Teachers. NHA shall, consistent with this Article, assign to perform Services at the School, teachers qualified to teach their assigned subjects and grade level. The curriculum taught by the teachers shall be consistent with the Educational Program. The teachers may, at the discretion of NHA, be assigned to work at the School on a full or part time basis. If assigned to work at the School on a part time basis, the teacher(s) may also be assigned to work at other

schools for which NHA provides services. The cost for such teacher(s) shall be shared proportionately among the schools at which NHA has assigned the teacher(s) to work. Each teacher assigned to work at the School shall hold a valid teaching certificate issued by the state board of education or applicable state agency to the extent required by the Authorizing Law.

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

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

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

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

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

ARTICLE IX

INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the “**Indemnified Party**”), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party’s trustees, directors,

officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

B. Indemnification of Authorizer. The Parties acknowledge and agree that the Authorizer, 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 the Authorizer, 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 the Authorizer's Board of Trustees' approval of the Charter Application, the Authorizer's Board of Trustees' consideration of or issuance of a Charter, the School Board's preparation for and operation of a public School, or which are incurred as a result of the reliance by Grand Valley State University, the Authorizer, and its members, officers, employees, agents or representatives upon information supplied by the School Board or NHA, or which arise out of the failure of the School to perform its obligations under the Charter issued to the School by the Authorizer. The Parties expressly acknowledge and agree that Grand Valley State University, the Authorizer, and its members, officers, employees, agents or representatives may commence legal action against either party to enforce its rights as set forth in this Agreement.

ARTICLE X

INSURANCE

A. Insurance Coverage. NHA shall maintain such policies of insurance as required by the Charter, the Authorizers insurance carrier recommendations, and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Authorizer's insurance carrier recommends any change in coverage, NHA agrees to comply with any change in the type and amount of coverage as requested by the Authorizer's insurance carrier within thirty (30) days after notice of the insurance coverage change is provided to NHA. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

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

ARTICLE XI

REPRESENTATIONS & WARRANTIES

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

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

ARTICLE XII

MISCELLANEOUS

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

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

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

D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice; (ii) certified or registered mail, postage prepaid, return receipt requested; or

(iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, “**personal delivery**” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid, including the address of the initial Board President, are as follows:

The School: Detroit Merit Charter Academy
Attn: President, Board of Directors
1091 Alter Road
Detroit, Michigan 48215
Telephone: (313) 331-3328
Facsimile: (313) 331-3278

WITH A COPY TO:

Shifman & Carlson, P.C.
Attn: Nicholas Kovach
34705 West Twelve Mile Road, Suite 160
Farmington Hills, Michigan 48331
Telephone: (248) 406-0620

NHA: National Heritage Academies, Inc.
Attn: Chief Financial Officer
3850 Broadmoor, S.E. Ste. 201
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700
Facsimile: (616) 222-1701

E. Assignment. NHA may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Authorizer’s policies.

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

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Costs and Expenses. If any Party commences and action against another Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to have and recover from the losing Party reasonable attorneys’ fees and costs of suit.

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

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

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

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

[Signatures on Following Page]

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

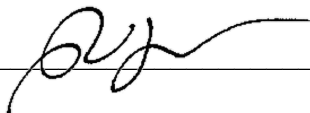
NHA:

National Heritage Academies, Inc.,
a Michigan corporation

By:  5.20.25
Bob Owen
Its: Chief Compliance Officer

SCHOOL:

Detroit Merit Charter Academy
a Michigan school of excellence

By: 
Its: Board President

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: January 16, 2025



Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Detroit Merit Board of Directors at a properly noticed open meeting held on the 16th day of January, 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.



You must be signed in to your NHA Google Account to access the links below.

Michigan 4th Grade ELA Year at-a-Glance

[Yearlong Overview & Skill Progressions](#) [Phonics](#) [Unit & Lesson Prep Resources](#)
[Assessment Cycle Resources](#) [Additional Resources](#) [Annotation Resource](#) [Intervention](#)

Week	RA / SR	Writing
0	Classroom Culture, Routines and Procedures	
1	Unit 1 RA/SR Scope and Sequence: What a Character! <ul style="list-style-type: none">● Narrative Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6● Review Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.5	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none">● Writing Standards: W.4.4● Language Standards: L.4.1, L.4.1f, L.4.2a, L.4.2b, L.4.3, L.4.3a
2		
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7	Unit 2 RA/SR Scope and Sequence: A Hodgepodge of Information <ul style="list-style-type: none">● Informational Standards: RI.4.1, RI.4.2, RI.4.4, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10● Review Standards: RI.4.1, RI.4.2, RI.4.4, RI.4.7	Unit 1 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none">● Writing Standards: W.4.3, W.4.3a, W.4.3b, W.4.3d, W.4.3e, W.4.4, W.4.5, W.4.8, W.4.10● Language Standards: L.4.1, L.4.1b, L.4.1f, L.4.2, L.4.2a, L.4.2b, L.4.2d, L.4.3, L.4.3a, L.4.3b, L.4.3c
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13	Unit 3 RA/SR Scope and Sequence: The World of Folklore <ul style="list-style-type: none">● Narrative Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.7, RL.4.9, RL.4.10● Review Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.9	Unit 2 Writing Scope and Sequence: Harlem Renaissance <ul style="list-style-type: none">● Writing Standards: W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.9b, W.4.10● Language Standards: L.4.1, L.4.1f, L.4.2, L.4.2a, L.4.2, L.4.2c
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19	Unit 4 RA/SR Scope and Sequence: Inventions <ul style="list-style-type: none">● Informational Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.10● Review Standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.7	Unit 3 Writing Scope and Sequence: Writing About Reading Part 1 <ul style="list-style-type: none">● Writing Standards: W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.3, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9a, W.4.19● Language Standards: L.4.1, L.4.1a, L.4.1f, L.4.2, L.4.2a, L.4.2b
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23		Unit 4 Writing Scope and Sequence: Conservation
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26		
27	Unit 5 RA/SR Scope and Sequence:	<ul style="list-style-type: none"> ● Writing Standards: W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.10 ● Language Standards: L.4.1, L.4.1b, L.4.1c, L.4.1d, L.4.1e, L.4.1f, L.4.1g, L.4.2, L.4.2a, L.4.2b, L.4.3, L.4.3a, L.4.3b
28	The Magic of Poetry	
29	<ul style="list-style-type: none"> ● Narrative Standards: RL.4.1, RL.4.2, RL.4.4, RL.4.5, RL.4.9, RL. 4.10 	
30	<ul style="list-style-type: none"> ● Review Standards: RL.4.1,, RL.4.2, RL.4.5 	
31		Unit 5 Writing Scope and Sequence: Writing About Reading Part 2
32	Unit 6 RA/SR Scope and Sequence: Civil	
33	Rights	
34	<ul style="list-style-type: none"> ● Narrative Standards: RL.4.1, RL.4.3, RL.4.5, RL. 4.10 ● Review Standards: RL.4.1 	

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Michigan 5th Grade ELA Year at-a-Glance

[Yearlong Overview & Skill Progressions](#) [Phonics](#) [Unit & Lesson Prep Resources](#)
[Assessment Cycle Resources](#) [Additional Resources](#) [Annotation Resource](#) [Intervention](#)

Week	RA / SR	Writing
0	Classroom Culture, Routines and Procedures	
1	Unit 1 RA/SR Scope and Sequence:	Unit 0 Writing Scope and Sequence:
2	Characters are Dynamic	Constructed Response Writing
3	<ul style="list-style-type: none"> Narrative Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.10 Informational Standards: RI.5.1, RI.5.2 Review Standards: RL.5.1, RL.5.3, RL.5.4, RL.5.5 	<ul style="list-style-type: none"> Writing Standards: W.5.4, W.5.9 Language Standards: L.5.1, L.5.1c, L.5.1d, L.5.2, L.5.3, L.5.3a
4	Unit 2 RA/SR Scope and Sequence: Revolution Hybrid: A Nation is Born & Women Power Forward! <ul style="list-style-type: none"> Informational Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.10 Review Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5 	Unit 1 Writing Scope and Sequence:
5		Small Moments
6		<ul style="list-style-type: none"> Writing Standards: W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.8, W.5.10 Language Standards: L.5.1, L.5.1a, L.5.1b, L.5.1c, L.5.1d, L.5.2, L.5.2e, L.5.3, L.5.3a, L.5.5c
7		Unit 2 Writing Scope and Sequence:
8	Unit 3 RA/SR Scope and Sequence: Poetry in Motion <ul style="list-style-type: none"> Narrative Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.10 Review Standards: RL.5.2, RL.5.3, RL.5.4, RL.5.5 	One Land, Many Trails
9		<ul style="list-style-type: none"> Writing Standards: W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10 Language Standards: L.5.1, L.5.1a, L.5.2, L.5.2a, L.5.2b, L.5.2d, L.5.3, L.5.3a
10		Unit 3 Writing Scope and Sequence: Writing About Reading Part 1 <ul style="list-style-type: none"> Writing Standards: W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.9, W.5.9a Language Standards: L.5.1, L.5.1a, L.5.1e, L.5.2, L.5.2b, L.5.2d, L.5.3, L.5.3a
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14	Unit 4 RA/SR Scope and Sequence: Reading to Learn <ul style="list-style-type: none"> Informational Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.10 Review Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9 	Unit 4 Writing Scope and Sequence:
15		Natural Disasters
16		<ul style="list-style-type: none"> Writing Standards: W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10 Language Standards: L.5.1, L.5.1a, L.5.1b, L.5.2, L.5.2a, L.5.2b, L.5.2c, L.5.3, L.5.3a
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27	Unit 5 RA/SR Scope and Sequence:	
28	Keeping Up with Characters and Multiple	
29	Plots	
30	<ul style="list-style-type: none"> • Narrative Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.9, RL.5.10 	Unit 5 Writing Scope and Sequence:
31		Writing About Reading Part 2
32	<ul style="list-style-type: none"> • Review Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7 	<ul style="list-style-type: none"> • Writing Standards: W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.9, W.5.9a, W.5.10
33		<ul style="list-style-type: none"> • Language Standards: L.5.1, L.5.1a, L.5.1c, L.5.1d, L.5.2, L.5.2a, L.5.2b, L.5.3, L.5.3a
34		



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Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	
1	Unit 1 Lit. Seminar Scope and Sequence:	Unit 1 Writing Scope and Sequence:
2	Short Stories	Constructed Response Writing
3	<ul style="list-style-type: none"> • Primary Standards: RL.6.1, RL.6.2, RL.6.3, RL.6.6 • Additional Standards: RL.6.4, L.6.4, L.6.5, L.6.6, SL.6.2, SL.6.2 EXCEL-erate Unit 1 Extensions	<ul style="list-style-type: none"> • Primary Standards: W.6.4, W.6.9, L.6.1, L.6.2
4	Unit 2 Lit. Seminar Scope and Sequence:	Unit 2 Writing Scope and Sequence:
5	A Long Walk to Water	Personal Narrative
6	<ul style="list-style-type: none"> • Primary Standards: RI.6.2, RI.6.3, RI.6.5, RI.6.6 	<ul style="list-style-type: none"> • Primary Standards: W.6.3, W.6.3a, W.6.3b, W.6.3d, L.6.2
7	<ul style="list-style-type: none"> • Additional Standards: RI.6.1, RI.6.4, RI.6.9, L.6.4, L.6.5, L.6.6, SL.6.2, SL.6.3 	<ul style="list-style-type: none"> • Additional Standards: W.6.4, W.6.5, W.6.6, W.6.10, SL.6.6
8		
9	EXCEL-erate Unit 2 Extensions	
10	Unit 3 Lit. Seminar Scope and Sequence:	Unit 3 Writing Scope and Sequence:
11	Home of the Brave	Poetry
12	<ul style="list-style-type: none"> • Primary Standards: RL.6.4, RL.6.5, RL.6.6 	<ul style="list-style-type: none"> • Primary Standards: W.6.3, W.6.3d, RL.6.4, L.6.1a, L.6.1d
13	<ul style="list-style-type: none"> • Additional Standards: RL.6.1/RI.6.1, RI.6.2, RI.6.6, RL.6.2, RL.6.3, RL.6.9, L.6.4, L.6.5, L.6.6 	<ul style="list-style-type: none"> • Additional Standards: W.6.4, W.6.5, W.6.6, W.6.10, SL.6.6
14	EXCEL-erate Unit 3 Extensions	
15	Unit 4 Lit. Seminar Scope and Sequence:	Unit 4 Writing Scope and Sequence:
16	Spooked!	Argument
17	<ul style="list-style-type: none"> • Primary Standards: RI.6.3, RI.6.8, RI.6.9 	<ul style="list-style-type: none"> • Primary Standards: W.6.1, W.6.1a, W.6.1b, W.6.1e, L.6.1b, L.6.1c
18	<ul style="list-style-type: none"> • Additional Standards: RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RL.6.7, L.6.4, L.6.5, L.6.6, SL.6.2, SL.6.3 	<ul style="list-style-type: none"> • Additional Standards: W.6.4, W.6.5, W.6.8, W.6.10, SL.6.4, SL.6.6
19		
20	EXCEL-erate Unit 4 Extensions	

21	Unit 5 Lit. Seminar Scope and Sequence:	Unit 5 Writing Scope and Sequence:
22	Heart of a Samurai	Informational/Research
23	<ul style="list-style-type: none"> ● Primary Standards: RL.6.2, RL.6.3, RL.6.5, RL.6.6 	<ul style="list-style-type: none"> ● Primary Standards: W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, L.6.2a, L.6.3a
24	<ul style="list-style-type: none"> ● Additional Standards: RL.6.1/RI.6.1, RI.6.2, RI.6.6, L.6.4, L.6.5, L.6.6, SL.6.2 	<ul style="list-style-type: none"> ● Additional Standards: W.6.4, W.6.5, W.6.7, W.6.8, W.6.10, SL.6.2, SL.6.4, SL.6.5, SL.6.6
25		
26	EXCEL-erate Unit 5 Extensions	
27	Unit 6 Lit. Seminar Scope and Sequence:	Unit 6 Writing Scope and Sequence:
28	Refugee	Literary Analysis
29	<ul style="list-style-type: none"> ● Primary Standards: RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6 	<ul style="list-style-type: none"> ● Primary Standards: W.6.1, W.6.1a, W.6.1b, W.6.9, L.6.1, L.6.2
30	<ul style="list-style-type: none"> ● Additional Standards: RL.6.1/RI.6.1, RI.6.2, RI.6.4, RI.6.6, SL.6.2, L.6.4, L.6.5, L.6.6 	<ul style="list-style-type: none"> ● Additional Standards: W.6.4, W.6.5, W.6.6, W.6.10, SL.6.4, SL.6.5, SL.6.6
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33	EXCEL-erate Unit 6 Extensions	
34	Review	Review

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Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	
1	Unit 1 Lit. Seminar Scope and Sequence: Short Stories	Unit 1 Writing Scope and Sequence: Constructed Response Writing
2	<ul style="list-style-type: none"> Primary Standards: RL.7.1, RL.7.2, 7.RL.2.3, RL.7.6 Additional Standards: RL.7.4, L.7.4, L.7.5, SL.7.2 	<ul style="list-style-type: none"> Primary Standards: W.7.4, W.7.9, L.7.2 Additional Standards: W.7.2c, W.7.3c
3	EXCEL-erate Unit 1 Extensions	
4	Unit 2 Lit. Seminar Scope and Sequence:	Unit 2 Writing Scope and Sequence:
5	I Am Malala	Informational/Research
6	<ul style="list-style-type: none"> Primary Standards: RI.7.2, RI.7.3, RI.7.6 Additional Standards: RI.7.1, RI.7.4, RI.7.9, L.7.4, L.7.5, SL.7.2 	<ul style="list-style-type: none"> Primary Standards: W.7.2, W.7.2a, W.7.2b, W.7.2d, L.7.2, L.7.2a Additional Standards: W.7.4, W.7.5, W.7.8, W.7.10, SL.7.2, SL.7.4, SL.7.5, SL.7.6
7		
8	EXCEL-erate Unit 2 Extensions	
9		
10	Unit 3 Lit. Seminar Scope and Sequence:	Unit 3 Writing Scope and Sequence:
11	The Outsiders	Personal Narrative
12	<ul style="list-style-type: none"> Primary Standards: RL.7.2, RL.7.3, RL.7.5, RL.7.6 Additional Standards: RL/RI.7.1, RI.7.2, RI.7.6, RL.7.4, L.7.4, L.7.5 	<ul style="list-style-type: none"> Primary Standards: W.7.3, W.7.3b, W.7.3d, L.7.1a Additional Standards: W.7.4, W.7.6, SL.7.2, SL.7.6
13		
14	EXCEL-erate Unit 3 Extensions	
15	Unit 4 Lit. Seminar Scope and Sequence:	Unit 4 Writing Scope and Sequence:
16	Hitler Youth	Argument
17	<ul style="list-style-type: none"> Primary Standards: RI.7.3, RI.7.5, RI.7.8 Additional Standards: RI/RL.7.1, RI.7.4, RI.7.6, RI.7.9, RL.7.2, RL.7.4, SL.7.2, SL.7.3, L.7.4, L.7.5 	<ul style="list-style-type: none"> Primary Standards: W.7.1, W.7.1a, W.7.1b, L.7.1b Additional Standards: W.7.4, W.7.5, W.7.8, W.7.10, SL.7.4, SL.7.6
18		
19	EXCEL-erate Unit 4 Extensions	
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21	Unit 5 Lit. Seminar Scope and Sequence: The Diary of Anne Frank	Unit 5 Writing Scope and Sequence: Drama
22	<ul style="list-style-type: none"> ● Primary Standards: RL.7.2, RL.7.3, RL.7.5 ● Additional Standards: RL.7.1/RI.7.1, 	<ul style="list-style-type: none"> ● Primary Standards: W.7.3, W.7.3b, W.7.3d, L.7.1b, L.7.3 ● Additional Standards:W.7.4, W.7.5, SL.7.5, SL.7.6
23	EXCEL-erate Unit 5 Extensions	
24	Unit 6 Lit. Seminar Scope and Sequence: Brown Girl Dreaming	Unit 6 Writing Scope and Sequence: Poetry
25	<ul style="list-style-type: none"> ● Primary Standards: RL.7.2, RL.7.4, RL.7.5 ● Additional Standards: RL/RI.7.1, RL.7.3, 	<ul style="list-style-type: none"> ● Primary Standards: W.7.3a, W.7.3d, L.7.1a ● Additional Standards: 7.W.1, 7.W.4, 7.SL.3.1
26	RL.7.2, RI.7.6, L.7.4, L.7.5, SL.7.2	
27	EXCEL-erate Unit 6 Extensions	
28		
29	Unit 7 Lit. Seminar Scope and Sequence: The Giver	Unit 7 Writing Scope and Sequence: Literary Analysis
30	<ul style="list-style-type: none"> ● Primary Standards: N/A ● Additional Standards: RL/RI.7.1, RL.7.2, 	<ul style="list-style-type: none"> ● Primary Standards: W.7.1, W.7.1a, W.7.1b, W.7.2, W.7.2a, W.7.2b, W.7.9, L.7.1a, L.7.1b, L.7.1c ● Additional Standards: W.7.4, W.7.5, W.7.6, W.7.10, SL.7.4, SL.7.5, SL.7.6
31	RL.7.3, RL.7.4, RL.7.5, RI.7.6, L.7.4, L.7.5	
32	EXCEL-erate Unit 7 Extensions	
33		
34	Review	Review

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Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	
1	Unit 1 Lit. Seminar Scope and Sequence:	Unit 1 Writing Scope and Sequence:
2	Short Stories	Constructed Response Writing
3	<ul style="list-style-type: none"> Primary Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.6 EXCEL-erate Unit 1 Extensions	<ul style="list-style-type: none"> Primary Standards: W.8.4, W.8.9, L.8.1
4	Unit 2 Lit. Seminar Scope and Sequence:	Unit 2 Writing Scope and Sequence:
5	<i>Chew On This</i>	Argument
6	<ul style="list-style-type: none"> Primary Standards: RI.8.6, RI.8.8 	<ul style="list-style-type: none"> Primary Standards: W.8.1, W.8.1a, W.8.1b, L.8.1, L.8.1a
7	<ul style="list-style-type: none"> Additional Standards: RL/RI.8.1, RI.8.2, RI.8.4, RI.8.7, RI.8.9, RL.8.2, L.8.4, L.8.5, L.8.6, SL.8.2, SL.8.3 	<ul style="list-style-type: none"> Additional Standards: W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.10, SL.8.2, SL.8.5, SL.8.6
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11	EXCEL-erate Unit 2 Extensions	
12	Unit 3 Lit. Seminar Scope and Sequence:	Unit 3 Writing Scope and Sequence:
13	<i>Chains</i>	Historical Narrative
14	<ul style="list-style-type: none"> Primary Standards: RL.8.2, RL.8.3, RL.8.6 	<ul style="list-style-type: none"> Primary Standards: W.8.3, W.8.3a, W.8.3b, W.8.3c, W.8.3d, L.8.1b, L.8.1d, L.8.2b
15	<ul style="list-style-type: none"> Additional Standards: RL/RI.8.1, RL.8.4, RL.8.5, RI.8.2, RI.8.6, RI.8.7, RI.8.9, L.8.4, L.8.5, L.8.6, SL.8.2 	<ul style="list-style-type: none"> Additional Standards: W.8.4, W.8.5, W.8.7, W.8.8, W.8.10, SL.8.6
16		
17	EXCEL-erate Unit 3 Extensions	
18		
19	Unit 4 Lit. Seminar Scope and Sequence:	Unit 4 Writing Scope and Sequence:
20	Excerpts from Frederick Douglass	Informational/Research
21	<ul style="list-style-type: none"> Primary Standards: RI.8.2, RI.8.3, RI.8.4, RI.8.5 	<ul style="list-style-type: none"> Primary Standards: W.8.2, W.8.2a, W.8.2b, W.8.2c, W.8.2d, L.8.1c
22	<ul style="list-style-type: none"> Additional Standards: RL/RI.8.1, RI.8.6, RL.8.2, RL.8.4, L.8.4, L.8.5, L.8.6, SL.8.2, SL.8.3 	<ul style="list-style-type: none"> Additional Standards: W.8.4, W.8.5, W.8.7, W.8.8, W.8.10, SL.8.4, SL.8.6
23	EXCEL-erate Unit 4 Extensions	

24	Unit 5 Lit. Seminar Scope and Sequence:	Unit 5 Writing Scope and Sequence:
25	Animal Farm	Narrative Satire
26	<ul style="list-style-type: none"> • Primary Standards: RL.8.2, RL.8.3, RL.8.9 	<ul style="list-style-type: none"> • Primary Standards: W.8.3, W.8.3b, W.8.3d, L.8.1c, L.8.1d, L.8.2a, L.8.3, SL.8.2
27	<ul style="list-style-type: none"> • Additional Standards: RL/RI.8.1, RL.8.4, RL.8.5, RI.8.2, L.8.4, L.8.5, L.8.6, SL.8.2 	<ul style="list-style-type: none"> • Additional Standards: W.8.4, W.8.5, W.8.10, SL.8.6
28		
29	EXCEL-erate Unit 5 Extensions	
30	Unit 6 Lit. Seminar Scope and Sequence:	Unit 6 Writing Scope and Sequence:
	A Midsummer Night's Dream	Narrative Poetry
31	<ul style="list-style-type: none"> • Primary Standards: RL.8.2, RL.8.4, RL.8.5 	<ul style="list-style-type: none"> • Primary Standards: W.8.3d, W.8.4, L.8.1
	<ul style="list-style-type: none"> • Additional Standards: RL/RI.8.1, RI.8.2, RI.8.6, RL.8.3, RL.8.6, RL.8.7, L.8.4, L.8.5, L.8.6 	<ul style="list-style-type: none"> • Additional Standards: W.8.5, W.8.6, W.8.10, SL.8.6
32	EXCEL-erate Unit 6 Extensions	
33	Review	Review
34		

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MI Kindergarten ELA Year at-a-Glance

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Week	Phonological Awareness / Phonics	RA / SR / Writing
0	Teach & Practice Classroom Culture, Routines and Procedures	
1	Heggerty Week 1 From Phonics Lesson 1 <ul style="list-style-type: none"> • Sound Spelling Introduction: Mm • Cumulative Assessment: Group 1 	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> • Primary Standards: RL.K.10, RL.K.1, RL.K.2, RL.K.4, RL.K.1 • Review Standards: RL.K.7, RL.K.6 Unit 1 Writing Scope and Sequence: Becoming a Writer! <ul style="list-style-type: none"> • Writing Standards: W.K.1, W.K.2, W.K.5, W.K.8, SL.K.1 • Language Standards: L.K.1a, L.K.1b, L.K.1d, L.K.2c
2	Heggerty Week 2 From Phonics Lesson 2 <ul style="list-style-type: none"> • Sound Spelling Introduction: Short a • Cumulative Assessment: Group 2 	
3	Heggerty Week 3 From Phonics Lesson 3 <ul style="list-style-type: none"> • Sound Spelling Introduction: Ss • Cumulative Assessment: Group 3 	
4	Heggerty Week 4 From Phonics Lesson 4 <ul style="list-style-type: none"> • Sound Spelling Introduction: Tt • Cumulative Assessment: Group 4 	
5	Heggerty Week 5 From Phonics Lesson 5 <ul style="list-style-type: none"> • Sound Spelling Introduction: Pp • Cumulative Assessment: Group 1 	
6	Heggerty Week 6 From Phonics Lesson 6 <ul style="list-style-type: none"> • Sound Spelling Introduction: Nn • Cumulative Assessment: Group 2 	

7	Heggerty Week 7 From Phonics Lesson 7 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Short i ● Cumulative Assessment: Group 3 	Unit 2 RA/SR Scope and Sequence: STORY Part 1 <ul style="list-style-type: none"> ● Primary Standards: RL.K.2, RL.K.5, RL.K.3, RL.K.10 ● Review Standards: RL.K.7 Unit 2 Writing Scope and Sequence: Becoming a Writer! <ul style="list-style-type: none"> ● Writing Standards: W.K.3, W.K.5, W.K.8, SL.K.1 ● Language Standards: L.K.1a, L.K.1b, L.K.2a, LK.2b, LK.2c
8	Heggerty Week 8 From Phonics Lesson 8 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Cc ● Cumulative Assessment: Group 4 	
9	Heggerty Week 9 From Phonics Lesson 9 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Ff ● Cumulative Assessment: Group 1 	
10	Heggerty Week 10 From Phonics Lesson 10 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Dd ● Cumulative Assessment: Group 2 	
11	Heggerty Week 11 From Phonics Lesson 11 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Hh ● Cumulative Assessment: Group 3 	
12	Heggerty Week 12 From Phonics Lesson 12 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Short o ● Cumulative Assessment: Group 4 	
13	Heggerty Week 13 From Phonics Lesson 13 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Rr ● Cumulative Assessment: Group 1 	Unit 3 RA/SR Scope and Sequence: Reading to Learn! <ul style="list-style-type: none"> ● Primary Standards: RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.1, RI.K.7, RI.K.4, RI.K.9, RI.K.8, RI.K.10 ● Review Standards: RI.K.5, RI.K.6, RI.K.10 Unit 3 Writing Scope and Sequence: Concept Books <ul style="list-style-type: none"> ● Writing Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1 ● Language Standards: L.K.1a, L.K.2, L.K.2a, LK.2b, LK.2c, LK.5a
14	Heggerty Week 14 From Phonics Lesson 14 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Bb ● Cumulative Assessment: Group 2 	
15	Heggerty Week 15 From Phonics Lesson 15 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Ll ● Cumulative Assessment: Group 3 	
16	Heggerty Week 16 From Phonics Lesson 16 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Kk ● Cumulative Assessment: Group 4 	
17	Heggerty Week 17 From Phonics Lesson 17 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Short e ● Cumulative Assessment: Group 1 	

18	Heggerty Week 18 From Phonics Lesson 18 <ul style="list-style-type: none"> • Sound Spelling Introduction: Gg • Cumulative Assessment: Group 2 	
19	Heggerty Week 19 From Phonics Lesson 19 <ul style="list-style-type: none"> • Sound Spelling Introduction: Ww • Cumulative Assessment: Group 3 	Unit 4 RA/SR Scope and Sequence: Getting to Know the Characters <ul style="list-style-type: none"> • Primary Standards: Primary Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.9 • Review Standards: RL.K.3, RL.K.5 Unit 4 Writing Scope and Sequence: What I Like <ul style="list-style-type: none"> • Writing Standards: W.K.1, W.K.5, W.K.8, SL.K.1 • Language Standards: L.K.1a, L.K.1b, L.K.1c, L.K.1e, L.K.1f, L.K.2a, L.K.2b, L.K.2c
20	Heggerty Week 20 From Phonics Lesson 20 <ul style="list-style-type: none"> • Sound Spelling Introduction: Xx • Cumulative Assessment: Group 4 	
21	Heggerty Week 21 From Phonics Lesson 21 <ul style="list-style-type: none"> • Sound Spelling Introduction: Vv • Cumulative Assessment: Group 1 	
22	Heggerty Week 22 From Phonics Lesson 22 <ul style="list-style-type: none"> • Sound Spelling Introduction: Uu • Cumulative Assessment: Group 2 	
23	Heggerty Week 23 From Phonics Lesson 23 <ul style="list-style-type: none"> • Sound Spelling Introduction: Jj • Cumulative Assessment: Group 3 	
24	Heggerty Week 24 From Phonics Lesson 24 <ul style="list-style-type: none"> • Sound Spelling Introduction: Qu • Cumulative Assessment: Group 4 	
25	Heggerty Week 25 From Phonics Lesson 25 <ul style="list-style-type: none"> • Sound Spelling Introduction: Yy • Cumulative Assessment: Group 1 	Unit 5 RA/SR Scope and Sequence: STORY Elements Part 2 <ul style="list-style-type: none"> • Primary Standards: Primary Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.10 • Review Standards: RL.K.1, RL.K.3 Unit 5 Writing Scope and Sequence: Part 1 - Solving Problems; Part 2 - Imagine If <ul style="list-style-type: none"> • Writing Standards: W.K.3, W.K.5, W.K.8, SL.K.1 • Language Standards: L.K.1, L.K.1b, L.K.1c, L.K.1d, L.K.1f, L.K.2a, L.K.2b, L.K.2c
26	Heggerty Week 26 From Phonics Lesson 26 <ul style="list-style-type: none"> • Sound Spelling Introduction: Zz • Cumulative Assessment: Group 2 	
27	Heggerty Week 27 From Phonics Lesson 27 <ul style="list-style-type: none"> • Sound Spelling Introduction: Short Vowel Review • Cumulative Assessment: Group 3 	

28	Heggerty Week 28 From Phonics Lesson 28 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Long Vowels ● Cumulative Assessment: Group 4 	
29	Heggerty Week 29 From Phonics Lesson 29 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Final e (a_e) ● Cumulative Assessment: Group 1 	
30	Heggerty Week 30 From Phonics Lesson 30 <ul style="list-style-type: none"> ● Sound Spelling Introduction: Final e (o_e, i_e) ● Cumulative Assessment: Group 2 	
31	Heggerty Week 31 From Phonics Review <ul style="list-style-type: none"> ● Sound Spelling Introduction: N/A ● Cumulative Assessment: Group 3 	
32	Heggerty Week 32 From Phonics Review <ul style="list-style-type: none"> ● Sound Spelling Introduction: N/A ● Cumulative Assessment: Group 4 	
33	Review	
34		

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MI Kindergarten ELA Year at-a-Glance

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[Assessment Cycle Resources](#) [Additional Resources](#) [Intervention](#)

Week	Phonological Awareness / Phonics	RA / SR / Writing
0	Teach & Practice Classroom Culture, Routines and Procedures	
1	Heggerty Week 1	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> • Primary Standards: RL.K.10, RL.K.1, RL.K.2, RL.K.4, RL.K.1 • Review Standards: RL.K.7, RL.K.6 Unit 1 Writing Scope and Sequence: Becoming a Writer! <ul style="list-style-type: none"> • Writing Standards: W.K.1, W.K.2, W.K.5, W.K.8, SL.K.1 • Language Standards: L.K.1a, L.K.1b, L.K.1d, L.K.2c
2	Heggerty Week 2	
3	Heggerty Week 3	
4	Heggerty Week 4	
5	Heggerty Week 5	
6	Heggerty Week 6	

[RM Foundational Scope & Sequences](#)

7	RM Foundational Scope & Sequences	Heggerty Week 7	Unit 2 RA/SR Scope and Sequence: STORY Part 1 <ul style="list-style-type: none"> ● Primary Standards: RL.K.2, RL.K.5, RL.K.3, RL.K.10 ● Review Standards: RL.K.7 Unit 2 Writing Scope and Sequence: Becoming a Writer! <ul style="list-style-type: none"> ● Writing Standards: W.K.3, W.K.5, W.K.8, SL.K.1 ● Language Standards: L.K.1a, L.K.1b, L.K.2a, LK.2b, LK.2c
8		Heggerty Week 8	
9		Heggerty Week 9	
10		Heggerty Week 10	
11		Heggerty Week 11	
12		Heggerty Week 12	
13	RM Foundational Scope & Sequences	Heggerty Week 13	Unit 3 RA/SR Scope and Sequence: Reading to Learn! <ul style="list-style-type: none"> ● Primary Standards: RI.K.2, RI.K.3, RI.K.5, RI.K.6, RI.K.1, RI.K.7, RI.K.4, RI.K.9, RI.K.8, RI.K.10 ● Review Standards: RI.K.5, RI.K.6, RI.K.10 Unit 3 Writing Scope and Sequence: Concept Books <ul style="list-style-type: none"> ● Writing Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1 ● Language Standards: L.K.1a, L.K.2, L.K.2a, LK.2b, LK.2c, LK.5a
14		Heggerty Week 14	
15		Heggerty Week 15	
16		Heggerty Week 16	
17		Heggerty Week 17	
18		Heggerty Week 18	

19	RM Foundational Scope & Sequences	Heggerty Week 19	Unit 4 RA/SR Scope and Sequence: Getting to Know the Characters <ul style="list-style-type: none"> • Primary Standards: Primary Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.9 • Review Standards:RL.K.3, RL.K.5 Unit 4 Writing Scope and Sequence: What I Like <ul style="list-style-type: none"> • Writing Standards: W.K.1,W.K.5, W.K.8, SL.K.1 • Language Standards: L.K.1a, L.K.1b, L.K.1c, L.K.1e, L.K.1f, L.K.2a, LK.2b, LK.2c
20		Heggerty Week 20	
21		Heggerty Week 21	
22		Heggerty Week 22	
23		Heggerty Week 23	
24		Heggerty Week 24	
25		Heggerty Week 25	
26	RM Foundational Scope & Sequences	Heggerty Week 26	Unit 5 RA/SR Scope and Sequence: STORY Elements Part 2 <ul style="list-style-type: none"> • Primary Standards: Primary Standards: RL.K.1, RL.K.2, RL.K.3, RL.K.10 • Review Standards:RL.K.1, RL.K.3 Unit 5 Writing Scope and Sequence: Part 1 - Solving Problems; Part 2 - Imagine If <ul style="list-style-type: none"> • Writing Standards: W.K.3, W.K.5, W.K.8, SL.K.1 • Language Standards: L.K.1, L.K.1b, L.K.1c, L.K.1d, L.K.1f, L.K.2a, LK.2b, LK.2c
27		Heggerty Week 27	
28		Heggerty Week 28	
29		Heggerty Week 29	
30		Heggerty Week 30	
31		Heggerty Week 31	
32		Heggerty Week 32	
33	RM Foundational Scope & Sequences	Review	
34		Review	



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Michigan 1st Grade ELA Year at-a-Glance

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Week	Phonological Awareness / Phonics	RA / SR	Writing
0	Teach & Practice Classroom Culture, Routines, and Procedures		
1	Heggerty Week 1 From Phonics Lesson 1 <ul style="list-style-type: none"> • Sound Spelling • Cumulative Assessment: Group 1 	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> • Primary Standards: RL.1.1, RL.1.2, RL.1.4, RL.1.5 • Review Standards: N/A 	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none"> • Writing Standards: W.1.5, W.1.8 • Language Standards: L.K.2a, L.1.1a, L.1.2b, L.1.2e
2	Heggerty Week 2 From Phonics Lesson 2 <ul style="list-style-type: none"> • Sound Spelling • Cumulative Assessment: Group 2 		Unit 1 Writing Scope and Sequence: All About Me <ul style="list-style-type: none"> • Writing Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1 • Language Standards: L.K.2a, L.1.1a, L.1.2b, L.1.2e
3	Heggerty Week 3 From Phonics Lesson 3 <ul style="list-style-type: none"> • Sound Spelling • Cumulative Assessment: Group 3 		
4	Heggerty Week 4 From Phonics Lesson 4 <ul style="list-style-type: none"> • Sound Spelling • Cumulative Assessment: Group 4 		
5	Heggerty Week 5 From Phonics Lesson 5 <ul style="list-style-type: none"> • Sound Spelling • Cumulative Assessment: Group 1 		

6	Heggerty Week 6 From Phonics Lesson 6 <ul style="list-style-type: none"> • Sound Spelling Introduction: l-Blends • Cumulative Assessment: Group 2 	<u>Unit 2 RA/SR Scope and Sequence:</u> Story Elements <ul style="list-style-type: none"> • Primary Standards: RL.1.1, RL.1.3, RL.1.6, RL.1.10 • Review Standards: RL.1.1, RL.1.5, RL.1.7, RL.1.3 	<u>Unit 2 Writing Scope and Sequence:</u> Small Moments <ul style="list-style-type: none"> • Writing Standards: W.1.3, W.1.5, W.1.8, SL.1.1 • Language Standards: L.K.2a, L.1.1a, L.1.1j, L.1.2a, L.1.2b, L.1.2d, L.1.2e
7	Heggerty Week 7 From Phonics Lesson 7 <ul style="list-style-type: none"> • Sound Spelling Introduction: s-Blends • Cumulative Assessment: Group 3 		
8	Heggerty Week 8 From Phonics Lesson 8 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Blends • Cumulative Assessment: Group 4 		
9	Heggerty Week 9 From Phonics Lesson 9 <ul style="list-style-type: none"> • Sound Spelling Introduction: Digraphs (sh, th) • Cumulative Assessment: Group 1 		
10	Heggerty Week 10 From Phonics Lesson 10 <ul style="list-style-type: none"> • Sound Spelling Introduction: Digraphs (ch, tch, wh) • Cumulative Assessment: Group 2 		
11	Heggerty Week 11 From Phonics Lesson 11 <ul style="list-style-type: none"> • Sound Spelling Introduction: Digraphs (ng, nk) • Cumulative Assessment: Group 3 		

12	Heggerty Week 12 From Phonics Lesson 12 <ul style="list-style-type: none"> • Sound Spelling Introduction: Final e (a_e, i_e) • Cumulative Assessment: Group 4 	<u>Unit 3 RA/SR Scope and Sequence:</u> Reading to Learn! <ul style="list-style-type: none"> • Primary Standards: RI.1.1, RI.1.2, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 • Review Standards: RI.1.1, RI.1.2, RI.1.4 	<u>Unit 3 Writing Scope and Sequence:</u> What I Like <ul style="list-style-type: none"> • Writing Standards: W.1.1, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1a, L.1.1c, L.1.2, L.1.2a
13	Heggerty Week 13 From Phonics Lesson 13 <ul style="list-style-type: none"> • Sound Spelling Introduction: Final e (o_e, u_e, e_e) • Cumulative Assessment: Group 1 		
14	Heggerty Week 14 From Phonics Lesson 14 <ul style="list-style-type: none"> • Sound Spelling Introduction: Single Letter Long Vowels (e, i, o) • Cumulative Assessment: Group 2 		
15	Heggerty Week 15 From Phonics Lesson 15 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long a (ai, ay) • Cumulative Assessment: Group 3 		
16	Heggerty Week 16 From Phonics Lesson 16 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long e (ee, ea) • Cumulative Assessment: Group 4 		
17	Heggerty Week 17 From Phonics Lesson 17 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long o (oa, ow) • Cumulative Assessment: Group 1 		

18	Heggerty Week 18 From Phonics Lesson 18 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long i (y, igh) • Cumulative Assessment: Group 2 	<u>Unit 4 RA/SR Scope and Sequence:</u> Getting to Know the Characters <ul style="list-style-type: none"> • Primary Standards: RL.1.3, RL.1.2, RL.1.10 • Review Standards: RL.1.1, RL.1.3, RL.1.7 	<u>Unit 4 Writing Scope and Sequence:</u> Solving Problems <ul style="list-style-type: none"> • Writing Standards: W.1.3, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1b, L.1.1c, L.1.1f, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b, L.1.2d, L.1.2e
19	Heggerty Week 19 From Phonics Lesson 19 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long u (u, ew, ue) • Cumulative Assessment: Group 3 		
20	Heggerty Week 20 From Phonics Lesson 20 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (ar) • Cumulative Assessment: Group 4 		
21	Heggerty Week 21 From Phonics Lesson 21 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (er, ir, ur) • Cumulative Assessment: Group 1 		
22	Heggerty Week 22 From Phonics Lesson 22 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (or, ore, oar) • Cumulative Assessment: Group 2 		
23	Heggerty Week 23 From Phonics Lesson 23 <ul style="list-style-type: none"> • Sound Spelling Introduction: Short oo and Long oo • Cumulative Assessment: Group 3 		

24	<p>Heggerty Week 24 From Phonics Lesson 24</p> <ul style="list-style-type: none"> • Sound Spelling Introduction: Diphthong (ou, ow) • Cumulative Assessment: Group 4 		
25	<p>Heggerty Week 25 From Phonics Lesson 25</p> <ul style="list-style-type: none"> • Sound Spelling Introduction: Diphthong (oi, oy) • Cumulative Assessment: Group 1 	<p>Unit 5 RA/SR Scope and Sequence: Biographies</p> <ul style="list-style-type: none"> • Primary Standards: RI.1.1, RI.1.3, RI.1.8, RI.1.0 • Review Standards: RI.1.2, RI.1.8 	<p>Unit 5 Writing Scope and Sequence: Sharing Questions</p> <ul style="list-style-type: none"> • Writing Standards: W.1.1, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1c, L.1.1d, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b
26	<p>Heggerty Week 26 From Phonics Lesson 26</p> <ul style="list-style-type: none"> • Sound Spelling Introduction: Complex Vowel (au, aw, alk, alt, all) • Cumulative Assessment: Group 2 		
27	<p>Heggerty Week 27 From Phonics Lesson 27</p> <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (are, air, ear) • Cumulative Assessment: Group 3 		
28	<p>Heggerty Week 28 From Phonics Lesson 28</p> <ul style="list-style-type: none"> • Sound Spelling Introduction: Long i (ild, ind), Long o (old) • Cumulative Assessment: Group 4 		
29	<p>Heggerty Week 29 From Phonics Lesson 29</p> <ul style="list-style-type: none"> • Sound Spelling Introduction: Long i (ie), Long o (oe) • Cumulative Assessment: Group 1 	<p>Unit 6 RA/SR Scope and Sequence: Comparing Characters</p> <ul style="list-style-type: none"> • Primary Standards: RL.1.9, RL.1.10 • Review Standards: RL.1.1, RL.1.3, RL.1.7 	<p>Unit 6 Writing Scope and Sequence: Creating Characters</p> <ul style="list-style-type: none"> • Writing Standards: W.1.3, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1b, L.1.1e, L.1.1g, L.1.1h, L.1.1i, L.1.1j, L.1.2, L.1.2b, L.1.2c

30	Heggerty Week 30 From Phonics Lesson 30 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long e (y, ey, ie) • Cumulative Assessment: Group 2 		
31	Heggerty Week 31 From Phonics Review <ul style="list-style-type: none"> • Sound Spelling Introduction: n/a • Cumulative Assessment: Group 3 (Use Week 30 Cumulative Assessment) 		
32	Heggerty Week 32 From Phonics Review <ul style="list-style-type: none"> • Sound Spelling Introduction: n/a • Cumulative Assessment: Group 4 (Use Week 30 Cumulative Assessment) 		
33	Review		
34			



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Week	Phonological Awareness / Phonics	RA / SR	Writing
0	Teach & Practice Classroom Culture, Routines and Procedures		
1	Heggerty Week 1	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> • Primary Standards: RL.1.1, RL.1.2, RL.1.4, RL.1.5 • Review Standards: N/A 	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none"> • Writing Standards: W.1.5, W.1.8 • Language Standards: L.K.2a, L.1.1a, L.1.2b, L.1.2e
2	Heggerty Week 2		Unit 1 Writing Scope and Sequence: All About Me <ul style="list-style-type: none"> • Writing Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1 • Language Standards: L.K.2a, L.1.1a, L.1.2b, L.1.2e
3	Heggerty Week 3		
4	Heggerty Week 4		
5	Heggerty Week 5		
6	Heggerty Week 6	Unit 2 RA/SR Scope and Sequence: Story Elements <ul style="list-style-type: none"> • Primary Standards: RL.1.1, RL.1.3, RL.1.6, RL.1.10 • Review Standards: RL.1.1, RL.1.5, RL.1.7, RL.1.3 	Unit 2 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none"> • Writing Standards: W.1.3, W.1.5, W.1.8, SL.1.1 • Language Standards: L.K.2a, L.1.1a, L.1.1j, L.1.2a, L.1.2b, L.1.2d, L.1.2e
7	Heggerty Week 7		
8	Heggerty Week 8		
9	Heggerty Week 9		
10	Heggerty Week 10		
11	Heggerty Week 11		

12	Heggerty Week 12	Unit 3 RA/SR Scope and Sequence: Reading to Learn! <ul style="list-style-type: none"> • Primary Standards: RI.1.1, RI.1.2, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 • Review Standards: RI.1.1, RI.1.2, RI.1.4 	Unit 3 Writing Scope and Sequence: What I Like <ul style="list-style-type: none"> • Writing Standards: W.1.1, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1a, L.1.1c, L.1.2, L.1.2a
13	Heggerty Week 13		
14	Heggerty Week 14		
15	Heggerty Week 15		
16	Heggerty Week 16		
17	Heggerty Week 17		
18	Heggerty Week 18	Unit 4 RA/SR Scope and Sequence: Getting to Know the Characters <ul style="list-style-type: none"> • Primary Standards: RL.1.3, RL.1.2, RL.1.10 • Review Standards: RL.1.1, RL.1.3, RL.1.7 	Unit 4 Writing Scope and Sequence: Solving Problems <ul style="list-style-type: none"> • Writing Standards: W.1.3, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1b, L.1.1c, L.1.1f, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b, L.1.2d, L.1.2e
19	Heggerty Week 19		
20	Heggerty Week 20		
21	Heggerty Week 21		
22	Heggerty Week 22		
23	Heggerty Week 23		
24	Heggerty Week 24		
25	Heggerty Week 25	Unit 5 RA/SR Scope and Sequence: Biographies <ul style="list-style-type: none"> • Primary Standards: RI.1.1, RI.1.3, RI.1.8, RI.1.0 • Review Standards: RI.1.2, RI.1.8 	Unit 5 Writing Scope and Sequence: Sharing Questions <ul style="list-style-type: none"> • Writing Standards: W.1.1, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1c, L.1.1d, L.1.1g, L.1.1j, L.1.2, L.1.2a, L.1.2b
26	Heggerty Week 26		
27	Heggerty Week 27		
28	Heggerty Week 28		

29	Heggerty Week 29	Unit 6 RA/SR Scope and Sequence: Comparing Characters <ul style="list-style-type: none"> • Primary Standards: RL.1.9, RL.1.10 • Review Standards: RL.1.1, RL.1.3, RL.1.7 	Unit 6 Writing Scope and Sequence: Creating Characters <ul style="list-style-type: none"> • Writing Standards: W.1.3, W.1.5, W.1.8, SL.1.1 • Language Standards: L.1.1, L.1.1b, L.1.1e, L.1.1g, L.1.1h, L.1.1i, L.1.1j, L.1.2, L.1.2b, L.1.2c
30	Heggerty Week 30		
31	Heggerty Week 31		
32	Heggerty Week 32		
33	Review		
34			



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Week	Phonological Awareness / Phonics	RA / SR	Writing
0	Classroom Culture, Routines and Procedures		
1	Heggerty Week 1 From Phonics Lesson 1 <ul style="list-style-type: none"> • Sound Spelling Introduction: Short Vowels • Cumulative Assessment: Group 1 	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> • Primary Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.5 • Review Standards: RL.1.3, RL.2.1, RL.2.3 	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none"> • Writing Standards: W.2.5, W.2.8 • Language Standards: L.2.1, L.2.1e
2	Heggerty Week 2 From Phonics Lesson 2 <ul style="list-style-type: none"> • Sound Spelling Introduction: Closed Syllables • Cumulative Assessment: Group 2 		Unit 1 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none"> • Writing Standards: W.2.3, W.2.5, W.2.8, SL.2.1 • Language Standards: L.2.1, L.2.1b, L.2.1e, L.2.1f, L.2.2
3	Heggerty Week 3 From Phonics Lesson 3 <ul style="list-style-type: none"> • Sound Spelling Introduction: Consonant + le • Cumulative Assessment: Group 3 		
4	Heggerty Week 4 From Phonics Lesson 4 <ul style="list-style-type: none"> • Sound Spelling Introduction: I-Blends, r-Blends, s-Blends • Cumulative Assessment: Group 4 		

5	Heggerty Week 5 From Phonics Lesson 5 <ul style="list-style-type: none"> • Sound Spelling Introduction: Final Blends • Cumulative Assessment: Group 1 		
6	Heggerty Week 6 From Phonics Lesson 6 <ul style="list-style-type: none"> • Sound Spelling Introduction: Final e • Cumulative Assessment: Group 2 		
7	Heggerty Week 7 From Phonics Lesson 7 <ul style="list-style-type: none"> • Sound Spelling Introduction: Final e Syllables • Cumulative Assessment: Group 3 	Unit 2 RA/SR Scope and Sequence: Characters Are Our Best Friends! <ul style="list-style-type: none"> • Primary Standards: RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 • Review Standards: RL.2.1, RL.2.3, RL.2.6, RL.2.7 	Unit 2 Writing Scope and Sequence: Happily Ever After <ul style="list-style-type: none"> • Writing Standards: W.2.3, W.2.5, W.2.8, SL.2.1 • Language Standards: L.2.1, L.2.1b, L.2.1e, L.2.2, L.2.2a, L.2.2c
8	Heggerty Week 8 From Phonics Lesson 8 <ul style="list-style-type: none"> • Sound Spelling Introduction: Consonant Digraphs (sh, ch, tch, th) • Cumulative Assessment: Group 4 		
9	Heggerty Week 9 From Phonics Lesson 9 <ul style="list-style-type: none"> • Sound Spelling Introduction: Consonant Digraphs (wh, ph, ng/nk)) • Cumulative Assessment: Group 1 		
10	Heggerty Week 10 From Phonics Lesson 10 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long a • Cumulative Assessment: Group 2 		
11	Heggerty Week 11 From Phonics Lesson 11 <ul style="list-style-type: none"> • Sound Spelling Introduction: Open Syllables • Cumulative Assessment: Group 3 		

12	Heggerty Week 12 From Phonics Lesson 12 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long e • Cumulative Assessment: Group 4 		
13	Heggerty Week 13 From Phonics Lesson 13 <ul style="list-style-type: none"> • Sound Spelling Introduction: Vowel Team Syllables • Cumulative Assessment: Group 1 		
14	Heggerty Week 14 From Phonics Lesson 14 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long i • Cumulative Assessment: Group 2 		
15	Heggerty Week 15 From Phonics Lesson 15 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long o • Cumulative Assessment: Group 3 		
16	Heggerty Week 16 From Phonics Lesson 16 <ul style="list-style-type: none"> • Sound Spelling Introduction: Long u • Cumulative Assessment: Group 4 	Unit 3 RA/SR Scope and Sequence: I'm an Expert! <ul style="list-style-type: none"> • Primary Standards: RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 • Review Standards: RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8 	Unit 3 Writing Scope and Sequence: All About Insects <ul style="list-style-type: none"> • Writing Standards: W.2.2, W.2.5, W.2.8 • Language Standards: L.2.1, L.2.1f, L.2.2, L.2.2b, L.2.2c
17	Heggerty Week 17 From Phonics Lesson 17 <ul style="list-style-type: none"> • Sound Spelling Introduction: Consonant + le • Cumulative Assessment: Group 1 		
18	Heggerty Week 18 From Phonics Lesson 18 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (ar) • Cumulative Assessment: Group 2 		

19	Heggerty Week 19 From Phonics Lesson 19 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (er, ir, ur) • Cumulative Assessment: Group 3 		
20	Heggerty Week 20 From Phonics Lesson 20 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (or, ore, oar) • Cumulative Assessment: Group 4 		
21	Heggerty Week 21 From Phonics Lesson 21 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled (are, air, ear) • Cumulative Assessment: Group 1 		
22	Heggerty Week 22 From Phonics Lesson 22 <ul style="list-style-type: none"> • Sound Spelling Introduction: r-Controlled Syllables • Cumulative Assessment: Group 2 		
23	Heggerty Week 23 From Phonics Lesson 23 <ul style="list-style-type: none"> • Sound Spelling Introduction: Consonants + le Syllables • Cumulative Assessment: Group 3 		
24	Heggerty Week 24 From Phonics Lesson 24 <ul style="list-style-type: none"> • Sound Spelling Introduction: Short oo and Long oo • Cumulative Assessment: Group 4 	Unit 4 RA/SR Scope and Sequence: Characters Teach Me Lessons! <ul style="list-style-type: none"> • Primary Standards: RL.2.2, RL.2.5, RL.2.9, RL.2.10 • Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9, RL.2.10 	Unit 4 Writing Scope and Sequence: Compelling Characters <ul style="list-style-type: none"> • Writing Standards: W.2.3, W.2.5, W.2.8, SL.2.1 • Language Standards: L.2.1, L.2.1ba, L.2.1d, L.2.1e, L.2.1f, L.2.2

25	Heggerty Week 25 From Phonics Lesson 25 <ul style="list-style-type: none"> • Sound Spelling Introduction: Diphthong /ou/ • Cumulative Assessment: Group 1 		
26	Heggerty Week 26 From Phonics Lesson 26 <ul style="list-style-type: none"> • Sound Spelling Introduction: Diphthong /ou/ • Cumulative Assessment: Group 2 		
27	Heggerty Week 27 From Phonics Lesson 27 <ul style="list-style-type: none"> • Sound Spelling Introduction: Complex Vowel /ô/ • Cumulative Assessment: Group 3 		
28	Heggerty Week 28 From Phonics Lesson 28 <ul style="list-style-type: none"> • Sound Spelling Introduction: Vowel Team Syllables • Cumulative Assessment: Group 4 	Unit 5 RA/SR Scope and Sequence: We Love Reading! <ul style="list-style-type: none"> • Primary Standards: RL.2.4, RL.2.5, RL.2.10 • Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.6 	Unit 5 Writing Scope and Sequence: People of Influence <ul style="list-style-type: none"> • Writing Standards: W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1 • Language Standards: L.2.1, L.2.1c, L.2.1d, L.2.1f, L.2.2, L.2.2a, L.2.2d, L.2.2e
29	Heggerty Week 29 From Phonics Lesson 29 <ul style="list-style-type: none"> • Sound Spelling Introduction: Review Syllable Types • Cumulative Assessment: Group 1 		
30	Heggerty Week 30 From Phonics Lesson 30 <ul style="list-style-type: none"> • Sound Spelling Introduction: Final Stable Syllables • Cumulative Assessment: Group 2 		

31	Heggerty Week 31 From Phonics Review <ul style="list-style-type: none">● Sound Spelling Introduction: n/a● Cumulative Assessment: Group 3 (Use Week 30 Cumulative Assessment)		
32	Heggerty Week 32 From Phonics Review <ul style="list-style-type: none">● Sound Spelling Introduction: n/a● Cumulative Assessment: Group 4 (Use Week 30 Cumulative Assessment)		
33	Review		
34			



You must be signed in to your NHA Google Account to access the links below.

Michigan 2nd Grade ELA Year at-a-Glance

[Yearlong Overview & Skill Progressions](#) [Foundational Skills](#) [Unit & Lesson Prep Resources](#)
[Assessment Cycle Resources](#) [Additional Resources](#) [Annotation Resource](#) [Intervention](#)

Week	Phonological Awareness / Phonics	RA / SR	Writing
0	Teach & Practice Classroom Culture, Routines and Procedures		
1	RM Foundational Scope & Sequences	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> Primary Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.5 Review Standards: RL.1.3, RL.2.1, RL.2.3 	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none"> Writing Standards: W.2.5, W.2.8 Language Standards: L.2.1, L.2.1e
2			Unit 1 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none"> Writing Standards: W.2.3, W.2.5, W.2.8, SL.2.1 Language Standards: L.2.1, L.2.1b, L.2.1e, L.2.1f, L.2.2
3			
4			
5			
6			

7	RM Foundational Scope & Sequences	Heggerty Week 7	Unit 2 RA/SR Scope and Sequence: Characters Are Our Best Friends! <ul style="list-style-type: none"> ● Primary Standards: RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10 ● Review Standards: RL.2.1, RL.2.3, RL.2.6, RL.2.7 	Unit 2 Writing Scope and Sequence: Happily Ever After <ul style="list-style-type: none"> ● Writing Standards: W.2.3, W.2.5, W.2.8, SL.2.1 ● Language Standards: L.2.1, L.2.1b, L.2.1e, L.2.2, L.2.2a, L.2.2c
8		Heggerty Week 8		
9		Heggerty Week 9		
10		Heggerty Week 10		
11		Heggerty Week 11		
12		Heggerty Week 12		
13		Heggerty Week 13		
14		Heggerty Week 14		

15	RM Foundational Scope & Sequences	Heggerty Week 15	Unit 3 RA/SR Scope and Sequence: I'm an Expert! <ul style="list-style-type: none"> ● Primary Standards: RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10 ● Review Standards: RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8 	Unit 3 Writing Scope and Sequence: All About Insects <ul style="list-style-type: none"> ● Writing Standards: W.2.2, W.2.5, W.2.8 ● Language Standards: L.2.1, L.2.1f, L.2.2, L.2.2b, L.2.2c
16		Heggerty Week 16		
17		Heggerty Week 17		
18		Heggerty Week 18		
19		Heggerty Week 19		
20		Heggerty Week 20		
21		Heggerty Week 21		
22		Heggerty Week 22		
23		Heggerty Week 23		

24	RM Foundational Scope & Sequences	Heggerty Week 24	Unit 4 RA/SR Scope and Sequence: Characters Teach Me Lessons! <ul style="list-style-type: none"> • Primary Standards: RL.2.2, RL.2.5, RL.2.9, RL.2.10 • Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9, RL.2.10 	Unit 4 Writing Scope and Sequence: Compelling Characters <ul style="list-style-type: none"> • Writing Standards: W.2.3, W.2.5, W.2.8, SL.2.1 • Language Standards: L.2.1, L.2.1ba, L.2.1d, L.2.1e, L.2.1f, L.2.2
25		Heggerty Week 25		
26		Heggerty Week 26		
27		Heggerty Week 27		
28	RM Foundational Scope & Sequences	Heggerty Week 28	Unit 5 RA/SR Scope and Sequence: We Love Reading! <ul style="list-style-type: none"> • Primary Standards: RL.2.4, RL.2.5, RL.2.10 • Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.6 	Unit 5 Writing Scope and Sequence: People of Influence <ul style="list-style-type: none"> • Writing Standards: W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1 • Language Standards: L.2.1, L.2.1c, L.2.1d, L.2.1f, L.2.2, L.2.2a, L.2.2d, L.2.2e
29		Heggerty Week 29		
30		Heggerty Week 30		
31		Heggerty Week 31		
32		Heggerty Week 32		
33		Review		
34				



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Michigan 3rd Grade ELA Year at-a-Glance

[Yearlong Overview & Skill Progressions](#) [Phonics](#) [Unit & Lesson Prep Resources](#)
[Assessment Cycle Resources](#) [Additional Resources](#) [Annotation Resource](#) [Intervention](#)

Week	RA / SR	Writing
0	Classroom Culture, Routines and Procedures	
1	Unit 1 RA/SR Scope and Sequence:	Unit 0 Writing Scope and Sequence:
2	Falling in Love with Reading!	Constructed Response Writing
3	<ul style="list-style-type: none"> Narrative Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, L.3.6 Review Standards: RL.2.3, RL.3.1, RL.3.3, RL.3.5, RL.3.9 	<ul style="list-style-type: none"> Writing Standards: W.3.4, W.3.8 Language Standards: L.3.1, L.3.1a, L.3.1d, L.3.1i, L.3.2, L.3.2c
4		Unit 1 Writing Scope and Sequence:
5		Small Moments
6		<ul style="list-style-type: none"> Writing Standards: W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1 Language Standards: L.3.1, L.3.1a, L.3.1d, L.3.1e, L.3.1f, L.3.1h, L.3.1i, L.3.2, L.3.2a, L.3.2c, L.3.2g, L.3.3, L.3.3a
7		
8	Unit 2 RA/SR Scope and Sequence:	Unit 2 Writing Scope and Sequence:
9	Making Meaning from our Fascinating World!	Early Factory Workers and Innovations
10	<ul style="list-style-type: none"> Informational Standards: RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.8, L.3.6 Review Standards: RI.3.1, RI.3.4, RI.3.7, RI.3.8 	<ul style="list-style-type: none"> Writing Standards: W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1 Language Standards: L.3.1, L.3.1h, L.3.1i, L.3.2, L.3.2a, L.3.2c, L.3.2e, L.3.2g, L.3.3b
11		Unit 3 Writing Scope and Sequence:
12		Opinion
13		<ul style="list-style-type: none"> Writing Standards: W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, RL.3.3, RL.3.5, SL.3.1 Language Standards: L.3.1, L.3.1a, L.3.1b, L.3.1d, L.3.1e, L.3.1f, L.3.1i, L.3.2, L.3.3, L.3.3a, L.3.3b
14		
15	Unit 3 RA/SR Scope and Sequence:	
16	Characters Are Just Like Us!	
17	<ul style="list-style-type: none"> Narrative Standards: RL.3.3, RL.3.5, RL.3.6, RL.3.10, L.3.6 Review Standards: RL.3.1, RL.3.3, RL.3.6, RL.3.7 	
18		
19		
20		
21		

22		Unit 4 Writing Scope and Sequence: Animal Survival <ul style="list-style-type: none"> ● Writing Standards: W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1 ● Language Standards: L.3.1, L.3.1a, L.3.1g, L.3.1i, L.3.2, L.3.2d,
23		
24	Unit 4 RA/SR Scope and Sequence: Continuing to Make Meaning from Our Fascinating World!	
25		
26	<ul style="list-style-type: none"> ● Informational Standards: RI.3.2, RI.3.3, RI.3.5, RI.3.9, RI.3.10, L.3.6 ● Review Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8 	Unit 5 Writing Scope and Sequence: Fighting for Rights <ul style="list-style-type: none"> ● Writing Standards: W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1 ● Language Standards: L.3.1, L.3.1c, L.3.1f, L.3.1h, L.3.1i, L.3.2, L.3.2b, L.3.2d
27	Unit 5 RA/SR Scope and Sequence: Stories from the Past Live On!	
28		
29	<ul style="list-style-type: none"> ● Narrative Standards: RL.3.2, RL.3.5, RL.3.10, L.3.6 ● Review Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.7 	
30	Unit 6 RA/SR Scope and Sequence: The Magic of Poetry:	
31	Small Packages Filled with Meaning & Fictional Wrap-up	
32	<ul style="list-style-type: none"> ● Narrative Standards: RL.3.3, RL.3.4, RL.3.5, RL.3.10 	
33	<ul style="list-style-type: none"> ● Review Standards: RL.3.7, RL.3.1 	
34		

Third Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to Access the Next Steps Guide: Response to Data Resources.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	<u>Bridges Unit 1: Addition and Subtraction Patterns (M 3 & 4)</u>	
1		
2	Number Corner (see link above for standards addressed) Math Stories 3.NBT.2	Bridges 3.OA.9, 3.NBT.2
3	12 days of instruction, 0 days of Interim Testing	
4	<u>Bridges Unit 2: Introduction to Multiplication</u>	
5		
6	Number Corner Math Stories 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8,	Bridges 3.OA, 3.MD.3
7	3.NBT.3	
8	25 days of instruction, 0 days of Interim Testing	
9	Interim Review- Interim 1 Testing	
10	<u>Bridges Unit 3: Multi-Digit Addition and Subtraction (M 1 & 2)</u>	
11	Number Corner Math Stories 3.NBT.2	Bridges 3.OA.8, 3.NBT.1, 3.NBT.2
12	11 days of instruction, 5 days of Interim Testing	
13	<u>Bridges Unit 4: Measurement and Fractions</u>	
14	Number Corner Math Stories 3.MD.1, 3.MD.2, 3.MD.6, 3.MD.7, 3.MD.8	Bridges 3.OA.8, 3.NF.3C, 3.MD.1, 3.MD.2, 3.MD.4, 3.G.2
15	24 days of instruction, 0 days of Interim Testing	
16		
17	<u>Bridges Unit 5: Multiplication, Division, and Area (M 1)</u>	
18	Number Corner Math Stories 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8,	Bridges 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7, 3.OA.8, 3.MD.5A, 3.MD.5B, 3.MD.6, 3.MD.7A, 3.MD.7B
19	5 days of instruction, 0 days of Interim Testing	
20	Interim Review- Interim 2 Testing	
21	<u>Bridges Unit 5: Multiplication, Division, and Area</u>	
22	Number Corner Math Stories 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8,	Bridges 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7, 3.OA.8, 3.MD.5A, 3.MD.5B, 3.MD.6, 3.MD.7A, 3.MD.7B
23	12 days of instruction, 5 days of Interim Testing	

	<u>Bridges Unit 6: Geometry (M 3)</u>	
22	Number Corner Math Stories 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.3	Bridges 3.MD.7B, 3.MD. 7D, 3.MD.8, 3.G.1, 3.G.2
5 days of instruction, 0 days of Interim Testing		
23	<u>Bridges Unit 7: Fractions (M 3 & 4)</u>	
24	Number Corner Math Stories 3.NF.1, 3.NF.2a, 3.NF.2b	Bridges 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.1, 3.NF.1, 3.NF.2, 3.NF.2A, 3.NF.2B, 3.NF.3A, 3.NF.3B, 3.NF.3C, 3.NF.3D, 3.MD. 7B, 3.MD.7C, 3.G.2
11 days of instruction, 5 days of Interim Testing		
25	Interim Review- Interim 3 Testing	
26	<u>Bridges Unit 7: Extending Multiplication (M 1 & 2)</u>	
27	Number Corner Math Stories 3.NF.1, 3.NF.2a, 3.NF.2b	Bridges 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.1, 3.nf.1, 3.nf.2, 3.NF.2A, 3.NF.2B, 3.NF.3A, 3.NF.3B, 3.NF.3C, 3.NF.3D, 3.MD. 7B, 3.MD.7C, 3.G.
11 days of instruction, 0 days of Interim Testing		
28	<u>Bridges Unit 6: Geometry (M 1, 2 & 4)</u>	
29	Number Corner Math Stories 3.MD.1, 3.MD.2, 3.MD.6, 3.MD.7, 3.MD.8	Bridges 3.MD.7B, 3.MD. 7D, 3.MD.8, 3.G.1, 3.G.2
30		
31		
18 days of instruction, 0 days of Interim Testing		
32	<u>Bridges Unit 3: Multi-digit Addition and Subtraction (M 3 & 4)</u>	
33	Number Corner Math Stories 3.NBT.2	Bridges 3.OA.8, 3.NBT.1, 3.NBT.2
10 days of instruction, 0 days of Interim Testing		
34 - EOY	Review and Remediation	

Third Grade Scope and Sequence - Detailed

Week						
0	Routines and Procedures					
1	Unit 1	M3 S1: PI	M3 S2: PI	M3 S3: MF	M3 S4: PS	M3 S5: PS
2		Quiz #1 M4 S3: WP	M4 S2: PI	M4 S3: MF	M4 S4: PI	M4 S5: PI
3	Unit 2	Review	Unit 1 EOU Assessment	Pre-teach	M1 S1: PI	M1 S2: PS
4		M1 S3 & S4: MF	M1 S4: PS	M1 S5: WP Quiz #1	M2 S1 & S2: PI	M2 S2: PI
5		Pause Day Unit 3 Screener	M2 S3: WP	M2 S3 & S4: PS	M2 S3 & S5: PI	M2 S5: PI
6		M2 S5: PS	M2 S5: WP	M3 S1 & S3: PS Quiz #2	M3 S2: PI	M3 S2: PS
7		M3 S3: PI	M3 S4: PI	M3 S5: WP	M4 S1: PI Quiz #3	M4 S2: PI
8		M4 S3: PI	Review	Unit 2 EOU Assessment	Pre-teach	M1 S2 & S4: PI
9	Interim Review – Interim 1 Testing					
10	Unit 3	M1 S2: WP	M1 S3: PS	M1 S5 & S6: MF	M1 S4: PI	M2 S1: PI Quiz #1
11		M2 S2: PI	Pause Day Unit 4 Screener	M2 S3: PS	M2 S4 & S5: MF	Quiz #2 Pre-teach
12	Unit 4	M1 S2: PI	M1 S2: WP	M1 S3: PI	M1 S4: PI	M1 S5: PI
13		M1 S6: PI	M2 S1: PI Quiz #1	M2 S2: PI	M2 S3 & S4: MF	Pause Day
14		M2 S4: PI	M3 S1: PI Quiz #2	M3 S2: PI	M3 S3: PI	Pause Day
15		M3 S3: WP Unit 5 Screener	M3 S4: PI	M3 S5: PI	M4 S1: PI Quiz #3	M4 S2: PI
16		M4 S3: PI	Review	Unit 4 EOU Assessment	Pre-teach	M1 S1 & S2: PI
17	Unit 5	M1 S3: PI	M1 S4: PI	M1 S5 & S6: PI	M1 S6: WP Quiz #1	M2 S1 & S2: MF
18	Interim Review – Interim 2 Testing					
19	Unit 5	M2 S2: WP Pause Day	M2 S3: PI	M2 S4: PI	M3 S1 & S2: MF	M3 S3: WP Quiz #2
20		M3 S4: WP Pause Day	M4 S1: PI	M4 S2: PI Quiz #3	M4 S3: PI	M4 S4: PI
21		M4 S5: PI	Pause Day Review Day	Unit 5 EOU Assessment	M3 S1: PI	M3 S2: PI
22	Unit 6	M3 S3: PI	M3 S4: PI	M3 S5: PI	M3 S5: WP Quiz #3	M3 S1: PI
23	Unit 7	M3 S2: PI	M3 S3: PI	M3 S4: PI	M3 S5: WP Quiz #3	M4 S1: PI
24		M4 S2: PI	M4 S3: PI	M4 S4: PI	Pause Day Review Day	Quiz #4

25	Interim Review – Interim 3 Testing					
26	Unit 7	M1 S2: PI	M1 S3: PI	M1 S5: PI M2 S1: PI	M2 S2: PI	Quiz #1
27		M2 S3: PS	M2 S4: PI	Pause Day Unit 6 Screener	M2 S5: PI	Review
28	Unit 6	Unit 7 EOU Assessment	Pre-teach Day	M1 S2: PI	M1 S3 & S4: PI	M1 S4: PI
29		M1 S5: WP	Quiz #1	M2 S1: PI	M2 S2: WP	M2 S3: PI
30		M2 S4: WP	M2 S5: PI	Pause Day	Quiz #2	M4 S1: PI
31		M4 S2: PI	M4 S3: PI	Review Day	Unit 6 EOU Assessment	Pre-teach Day
32	Unit 3	M3 S1: WP	M3 S2: PI Quiz #3	M4 S1: PI	M4 S2: PI	Pause Day
33		M4 S3: PI	M4 S4: PI	Review Day	Quiz #4	
34- EOY	Review and Remediation					

4th Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to access the Next Steps Guides: Response to Data Resources.
- Click [HERE](#) to view the standards taught in Number Corner.

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Week

0	<u>Unit 1: Multiplicative Thinking</u>	
1	Number Corner (see link above for standards addressed) Math Stories 4.NBT.6	Bridges 4.OA.1, 4.OA.2, 4.OA.4,4.MD.1
2		
3		
17 days of instruction		
4	<u>Unit 2: Multi-digit Multiplication and Early Division</u>	
5	<u>(M1, M2 & MT3)</u>	
6	Number Corner Math Stories 4.OA.1, 4.OA.2, 4.NBT.5	Bridges 4.OA.3, 4NBT.1, 4.NBT.5, 4.MD.3
7		
8		
22 days of instruction		
9	Interim Review – Interim 1 Testing	
10	<u>Unit 3: Fractions & Decimals</u>	
11	Number Corner Math Stories 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.NF.5, 4.NF.6	Bridges 4.NF.1, 4.NF.2, 4.NF3a, 4.NF.3b,4.NF.3c, 4.NF.3d, 4.NF.4a, 4.NF.4b, 4.NF.5, 4.NF.6, 4.NF.7
12		
13		
24 days of instruction, 5 days of Interim Testing		
14	<u>Unit 4: Addition, Subtraction, & Measurement (Module 1 & 2)</u>	
15	Number Corner Math Stories 4.NBT.4	Bridges 4.OA.3, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.MD.1, 4.MD.2
16		
17		
17 days of instruction		
18	Interim Review – Interim 2 Testing	
19	<u>Unit 5: Geometry and Measurement (Module 1-3)</u>	
20	Number Corner Math Stories 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5, 4.MD.6. 4.MD.7, 4.G.1, 4.G.2, 4.G.3	Bridges 4.MD.3, 4.MD.5, 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3
21		
17 days of instruction, 5 days of Interim Testing		
22	<u>Unit 6: Multiplication, Division, Data & Fractions (Module 1-2)</u>	
23	Number Corner Math Stories 4.OA.1, 4.OA.2, 4.NBT.5	Bridges 4.OA.3, 4.NBT.5, 4.NBT.6, 4.MD.3, 4.MD.4
24		
14 days of instruction, 5 days of Interim Testing		

25	Interim Review – Interim 3 Testing	
26	<u>Unit 6: Multiplication, Division, Data & Fractions (Module 3-4)</u>	
27	Number Corner Math Stories 4.OA.1, 4.OA.2, 4.NBT.5	Bridges 4.OA.3, 4.NBT.5, 4.NBT.6, 4.MD.3, 4.MD.4 11 days of instruction
28	<u>Unit 7 Reviewing & Extending Fractions, Decimals, and</u>	
29	<u>Multi-digit Addition</u>	
30	Number Corner Math Stories 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4, 4.NF.5, 4.NF.6	Bridges 4.OA.3 24 days of instruction
31		
32		
33	<u>Unit 4: Modules 3&4</u>	
34	Number Corner Math Stories 4.NBT.4	Bridges 4.MBT.2, 4.NBT.3, 4.NBT.4, 4.MD.1, 4.MD.2 10 days of instruction
35	<u>Unit 5 Module 4</u>	
35	Number Corner Math Stories 4.OA.1, 4.OA.2, 4.NBT.5	Bridges 4.MD.3, 4.MD.5, 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3 5 days of instruction
36 - EOY	Review and Remediation	

4th Grade Scope and Sequence - Detailed

Week

0	Routines and Procedures					
1	Unit 1	M1 S4: PI	M1 S5: PI	M1 S5 & S6: MF	M2 S3: PI	M2 S4: PS M2 S3: WP
2		M2 S5: PI	M2 S6: PI M2 S6: WP	M2 S1: PI Quiz #1	M2 S1: PI	M2 S2: MF
3		M2 S5: WP	M3 S1: WP Quiz #2	<i>Pause Day</i> Unit 2 Screener	M3 S3: PI	M3 S3: PI
4	Unit 2	M3 S4: WP Review Day	Unit 1 EOU	<i>Pre-teach Day</i>	M1 S1: PI	M1 S3: PI M1 S4: PI
5		M1 S5: PI	M1 S4: WP Quiz #1	M2 S1: PI	M2 S2: PI	M2 S3: PI
6		M2 S3: PI	M2 S4: PI	M2 S5: PI Quiz #2	M3 S1 & S2: MF	<i>Pause Day</i>
7		M3 S3: PS	M3 S4: WP	M3 S5: PI Quiz #3	M4 S1: PI	M4 S2 & S3: MF
8		M4 S3: WP Unit 3 Screener	M4 S4: PI M4 S4: WP	<i>Pause Day</i> Review Day	Unit 2 EOU	<i>Pre-teach Day</i>
9	Interim Review – Interim 1 Testing					
10	Unit 3	M1 S2: PI	M1 S2: PI	M1 S3: PI	M1 S4: PI	M1 S5: PI
11		M1 S6: PI	M2 S1: PI Quiz #1	M2 S2: PI	<i>Pause Day</i>	M2 S3: PI
12		M2 S4: WP	M2 S5 & S6: MF	M2 S6: WP Quiz #2	M3 S1: PI	M3 S2: PI
13		M3 S3: PI	M3 S4: WP Quiz #3	M4 S1: PI	M4 S2: WP Unit 4 Screener	M4 S3: PI
14	Unit 4	<i>Pause Day</i> Review Day	Unit 3 EOU	<i>Pre-teach Day</i>	M1 S2: PI	M1 S1: WP
15		M1 S3: PI	M1 S4: PS	M1 S4: WP	M1 S5: PI	M1 S6: PI
16		M1 S7: MF Quiz #1	M2 S1: PS	M2 S2: MF	<i>Pause Day</i>	M2 S2: PS Unit 5 Screener
17		M2 S3: PI M2 S3: PI	M2 S4: PI	M2 S5: PI M2 S5: WP	Review Quiz #2	<i>Pre-teach Day</i>
18	Interim Review – Interim 2 Testing					
19	Unit 5	M1 S2: PI	M1 S3: PI	M1 S3: PI	M1 S4: WP	M1 S5: PI
20		M1 S6: PI	M2 S1: PI Quiz #1	M2 S2: PI	M2 S3: PI	<i>Pause Day</i>
21		M2 S4: PI	M3 S1: PI Quiz #2	M3 S2: PI	M3 S3: PI	<i>Pause Day</i> Review
22	Unit 6	Unit 5 EOU	<i>Pre-teach day</i>	M1 S2: PI	M1 S2 & S3: PI	M1 S3: PS
23		M1 S4: PS	M1 S4: PI	M1 S5: PI	M1 S6: PI	M1 S7: PS
24		M1 S7: PI	M2 S1 & S2: PI/MF Quiz #1	M2 S2: PI	M2 S3 & S4: PI/MF	M2 S4: WP Quiz #2

25	Interim Review – Interim 3 Testing					
26	Unit 6	M3 S1: PI	M3 S2: PI	M3 S4: WP	Pause Day	M3 S4: PS
27		M3 S4 & S5: PI/MF	M4 S1: PS Quiz #3	M4 S1: WP	M4 S2: PI	Review Day
28	Unit 7	Unit 6 EOU	Pre-Teach Day	M1 S2: PI	M1 S3: PI	M1 S4: PI
29		M1 S5: PI	M1 S5: PI	M1 S6: PI	M1 S7: PI	M2 S1: PI Quiz #1
30		M2 S2: PI	M2 S3: PI	M2 S4: PI	Pause Day	M3 S1: PI Quiz #2
31		M3 S2: PI	M3 S3: PI	M3 S4: PI	M3 S5: PI	M4 S1: PI Quiz #3
32		M4 S2: PI	M4 S2: PI	M4 S3: PI	Pause Day Review Day	Unit 7 EOU
33	Unit 4	Pre-teach	M3 S1	M3 S2	M3 S3	U4 M3 S4
34		M3 S5	M4 S1	M4 S2	Review	Quiz #3
35	Unit 5	Unit 5 Module 4				
EOY	Review and Remediation					

5th Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to access the Next Step Guides: Response to Data Resources.
- Click [HERE](#) to view the standards taught in Number Corner.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	<u>Unit 1: Expressions, Equations & Volume</u>	
1	Number Corner (see link above for standards addressed) Math Stories 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c	Bridges 5.OA.1 , 5.OA.2, 5.MD.3a, 5.MD.3b, 5.MD.4, 5.MD.5a
2		
3		
14 days of instruction, 0 days of Interim Testing		
4	<u>Unit 6 Module 3: Volume</u>	
	Number Corner Math Stories 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c	Bridges 5.MD.5b, 5.MD.5c, 5.G.1, 5.G.4
6 days of instruction, 0 days of Interim Testing		
5	<u>Unit 2 Module 1 -3: Adding & Subtracting Fractions</u>	
6	Number Corner Math Stories 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2	Bridges 5.NF.1, 5.NF.2
7		
8		
20 days of instruction, 5 days of Interim Testing		
9	Interim Review – Interim 1 Testing	
10	<u>Unit 2 Module 4: Adding & Subtracting Fractions</u>	
	Number Corner Math Stories 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2	Bridges 5.NF.1, 5.NF.2
3 days of instruction, 0 days of Interim Testing		
11	<u>Unit 3 Modules 1 - 3: Place Values & Decimals</u>	
12	Number Corner Math Stories 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.7	Bridges 5.NBT.1, 5.NBT.2, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1
13		
14		
19 days of instruction, 0 days of Interim Testing		
15	<u>Unit 4 Module 1 - 3: Multiplying & Dividing Whole Numbers and</u>	
16	<u>Decimals</u>	
	Number Corner Math Stories 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c	Bridges 5.NBT.5,5.NBT.6, 5.NBT.7, 5NF.4a, 5.MD.1
17		
18 days of instruction, 5 days of Interim Testing		

18	Interim Review – Interim 2 Testing	
19	<u>Unit 4 Module 4: Multiplying & Dividing Whole Numbers and Decimals</u>	
20	Number Corner Math Stories 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c	Bridges 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a 7 days of instruction, 0 days of Interim Testing
21	<u>Unit 5: Multiplying Fractions by Fractions</u>	
22		
23	Number Corner Math Stories 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2	Bridges 5.NF.4a, 5.NF.4b, 5.NF.5b 5.NF.6, 5.NF.7a, 5.NF.7b, 5.NF.7c 23 days of instruction, 5 days of Interim Testing
24		
25	Interim Review – Interim 3 Testing	
26	<u>Unit 3 Module 4</u>	
27		
28	Number Corner Math Stories 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.NF.7, 5.NBT.6, 5.MD.2	Bridges 5.NBT.1, 5.NBT.2, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1 3 days of instruction, 0 days of Interim Testing
29		
30	<u>Unit 7: Division & Decimals</u>	
31		
32	Number Corner Math Stories 5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.7	Bridges 5.NBT.1, 5.NBT.2, 5.NBT.7 25 days of instruction, 0 days of Interim Testing
33		
34	<u>Unit 6 Module 1, 2, & 4: Graphing and Geometry</u>	
35	Number Corner Math Stories 5.NBT.5, 5.MD.3, 5.MD.4, 5.MD.5, 5.MD.5c	Bridges 5.OA.3, 5.NF.6, 5.MD.5b, 5.MD.5c, 5.G.1, 5.G.2, 5.G.3, 5.G.4 18 days of instruction, 0 days of Interim Testing
36	Optional: Unit 8 Solar Design	
37	Number Corner Math Stories	Bridges 5.G 4 days of instruction, 0 days of Interim Testing
38		
39	Review and Remediation	

5th Grade Scope and Sequence - Detailed

Week						
0	Routines and Procedures					
1	Unit 1	M1 S5: PS M2 S3: PS	M2 S5: WP	M2 S6: PS M2 S6: PI	M3 S2: PS Quiz #1	M1 S4: PI
2		M1S5: PI (Steps 13-15) M2 S1: PI	M2 S2: MF	M3 S1: PS M3 S1: PI	M3 S3: PS M3 S3: PI	M3 S4: PS
3		M3 S4: WP Quiz #2	M4 S1: PI	M4 S2: PI	M4 S3: PI	M3 S1: PI
4	Unit 6	M3 S4: PI	M3 S5: PI Quiz #3 (Volume)	M3 S5: WP	Pause Day Review Day	U1/U6 EOU Assessment
5	Unit 2	Pre-Teach Day	M1 S1: PS	M1 S2: PS	M1 S4: PS	M1 S4: WP
6		M1 S5: PS Quiz #1	Pause Day	M2 S2: PS	M2 S1 & S2: MF	M2 S2: WP
7		M2 S3: PI	M2 S4 & S5: PI	M2 S6: PS Quiz #2	Pause Day Unit 3 Screener	M3 S1: PI
8		M3 S2: PI	M3 S3 & S4: PI	M3 S5: PI Quiz #3	Pause Day Review Day	Unit 2 EOU
9	Interim Review – Interim 1 Testing					
10	Unit 2	M4 S1: PI	M4 S2: PI	M4 S3: PI	Pre-teach Day	M1S1:PS
11	Unit 3	M1 S3: PI	M1 S4: PI	M1 S5: PI	M2 S1: PI Quiz #1	M2 S1: PS
12		M2 S2: PS M2 S2: WP	Pause Day	M2 S3: WP M2 S4: WP	M2 S5 & S6: PI	M2 S6: PS
13		M2 S7: PI	M3 S2: PI Quiz #2	M3 S1 & S2: MF	M3 S3: PI	M3 S4: PS Unit 4 Screener
14		Pause Day Review Day	Unit 3 EOU	Pre-teach Day	M1 S1:PS	M1 S2: PS M1 S2: WP
15	Unit 4	M1 S3: PS	M1 S3 & S4: MF	M2 S1:PS Quiz #1	M2 S2: PS	M2 S3: PS
16		M2 S2 & S3: PI	M2 S4: PI Quiz #2	Pause Day	M3 S1: PI	M3 S2: PI
17		M3 S3: PI	M3 S4: PI	M3 S5: PI	M3 S6: PI	M3 S7: PI
18	Interim Review – Interim 2 Testing					
19	Unit 4	M4 S1: WP Quiz #3	Pause Day Unit 5 Screener	M4 S2: PI	M4 S4: PI	M4 S4: WP
20		Review Day	Unit 4 EOU	Pre-teach Day	M1 S2: PI M1 S2: WP	M1 S3: PI
21	Unit 5	M1 S4 & S5: PI	M1 S5: PS M1 S5: WP	M2 S1: PI Quiz #1	Pause Day	M2 S2: PI
22		M2 S3: PI	M2 S4 & S5: PI	M2 S5: PI Quiz #2	M3 S1: PI	M3 S2: MF
23		M3 S3: PI	M3 S4: WP Quiz #3	Pause Day Unit 7 Screener	M4 S1: PI	M4 S2: PI
24		M4 S3: PI	M4 S4: PI	M4 S5: PI	Review Day	Unit 5 EOU

25	Interim Review – Interim 3 Testing					
26	Unit 3	M4 S1: PI	M4 S2: PI	M4 S3: WP	Pre-teach Day	M1 S2: PS
27	Unit 7	M1 S3: PS	M1 S4 & S5: MF	M1 S5: PS	M1 S6: PS Quiz #1	Pause Day
28		M2 S1: PS	M2 S1 & S2: MF	M2 S3: WP	M2 S3: PS	M2 S4: PS
29		M2 S5: PI	M2 S5: PS Quiz #2	Pause Day	M3 S1: PS	M3 S2: PI
30		M3 S3: PI	M3 S4: PI	M3 S4: PI	M4 S1: PI Quiz #3	M4 S2: PI
31		M4 S3: PI	Pause Day Review Day	Unit 7 EOU	M1 S2: PI	M1 S3: PI
32	Unit 6	M1 S4 & S5: PI	M1 S5&S6: PI	M1 S6: PI	M1 S7: WP Quiz #1	Pause Day
33		M2 S1: PI	M2 S2: PI	M2 S3: PI	M2 S4: PI	M3 S3: WP Quiz #2
34		M4 S1: PS	M4 S1: PI	M4 S2: PI	M4 S3: PI Quiz #3	Pause Day Review Day
35		Unit 6 EOU	Unit 8 Solar Design			
EOY	Review and Remediation					

6th Grade Year at a Glance 2024-2025

Click each Unit Title to access the digital resources on the Unit's [Landing Page](#).

Click [HERE](#) to access the Next Step Guides: Response to Data Resources.

Click [HERE](#) to view the Math Assessment Year at a Glance.

Week	
0	Week 0 Resources
1	Unit 2: Introducing Ratios 6.RP.A.1 • 6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3a • 6.RP.A.3b
2	
3	
4	
5	Unit 3: Unit Rates and Percentages 6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c • 6.RP.A.3d
6	
7	
8	
9	Interim Review – Interim 1 Testing
10	Unit 4: Dividing Fractions Lessons 1-11 (Topics A-C) 6.NS.A.1
11	
12	Unit 5: Arithmetic in Base Ten 6.EE.A.4 • 6.NS.B.2 • 6.NS.B.3
13	
14	
15	Unit 6: Expressions and Equations (Topics A&B) 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c
16	
17	
18	Interim Review – Interim 2 Testing
19	Unit 6: Expressions and Equations (Topics C&D) 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c
20	
21	Unit 7: Rational Numbers 6.NS.B.4 • 6.NS.C.5 • 6.NS.C.6 - 6.NS.C.6a • 6.NS.C.6b • 6.NS.C.6c • 6.NS.C.7 - 6.NS.C.7a • 6.NS.C.7b • 6.NS.C.7c • 6.NS.C.7d • 6.NS.C.8 • 6.G.A.3 • 6.EE.A.2 - 6.EE.A.2b • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.8
22	
23	
24	
25	Unit 1: Area and Surface Area
26	Interim Review – Interim 3 Testing
27	Unit 1: Area and Surface Area 6.G.A.1 • 6.G.A.4 • 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c
28	
29	
30	Unit 4: Lesson 12-16 (Topics D-E) 6.G.A.1 • 6.G.A.2
31	Unit 8: Data Sets and Distribution 6.SP.A.1 • 6.SP.A.2 • 6.SP.A.3 • 6.SP.B.4 • 6.SP.B.5 - 6.SP.B.5a • 6.SP.B.5b • 6.SP.B.5c • 6.SP.B.5d • 6.NS.B.3
32	
33	
34	
35 - EOY	Unit 9: End of Year Review * State testing windows vary. All priority standards should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.

6th Grade Weekly Instructional Planning Guide

Week						
0	Week 0 Resources Routines and Procedures – Administer Unit 2 Preassessment & Pre-teach Day: Unit 2 Unfinished Learning Activities*					
1	Unit 2	Pre-teach Day: Unit 2 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Lesson 4
2		Lesson 5	Pause Day Refer to Exit Ticket Guidance	Lesson 6 Activities 1 & 2 Topic A & B Quiz	Lesson 7	Lesson 8
3		Lesson 9 Administer Unit 3 Preassessment this week	Lesson 10 Engage, Activity 1 Topic C Quiz	Pause Day Refer to Exit Ticket Guidance	Lesson 11	Lesson 12
4		Lesson 13 Activities 1 and 2 Optional Topic D Quiz	Lesson 14	Lesson 15	Lesson 16	Unit 2 Review
5	Unit 3	Unit 2 Assessment	Pre-teach Day: Unit 3 Unfinished Learning Activities*	Lesson 1	Lesson 3	Lesson 4 Activities 1 & 2 Topic A&B Quiz
6		Lesson 5 Administer Unit 4 Preassessment this week	Lesson 6	Lesson 7	Lesson 8	Lesson 9
7		Pause Day Refer to Exit Ticket Guidance	Lesson 10 Activities 1 & 2 Topic C Quiz	Lesson 11	Lesson 12	Lesson 13
8		Lesson 14	Lesson 15	Lesson 16 Activities 1 & 2 Optional Topic D Quiz	Unit 3 Review	Unit 3 Assessment
9	Interim Review & Interim 1 Testing					
10	Unit 4	Pre-teach Day: Unit 4 Unfinished Learning Activities* Administer Unit 5 Preassessment this week	Lesson 2	Lesson 3	Lesson 4 Engage, Activity 1 Topic A Quiz	Lesson 6
11		Lesson 7	Lesson 8	Lesson 9 Engage, Activity 2 Topic B Quiz	Lesson 10	Lesson 11
12	Unit 5	Pre-teach Day: Unit 5 Unfinished Learning Activities*	Lesson 1	Lesson 3	Lesson 4 Engage, Activity 1 Topic A&B Quiz	Lesson 5
13		Lesson 6 Administer Unit 6 Preassessment this week	Lesson 7	Lesson 8	Pause Refer to Exit Ticket Guidance	Lesson 9 Engage, Activity 1 Topic C Quiz
14		Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14 Activities 1 & 2 Topic D Quiz

15	Unit 6	Unit 5 Review	Unit 5 Assessment	Pre-teach Day: Unit 6 Unfinished Learning Activities*	Pre-teach Day: Unit 6 Unfinished Learning Activities*	<u>Lesson 1</u>
16		<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u> Engage, Activity 1 Topic A Quiz	<u>Lesson 6</u>
17		<u>Lesson 7</u>	<u>Lesson 8</u>	<u>Lesson 9</u>	<u>Lesson 10</u>	<u>Lesson 11</u> Engage, Activity 1 Topic B Quiz
18	Interim Review & Interim 2 Testing					
19	Unit 6	Pause Refer to <u>Exit Ticket Guidance</u> Administer Unit 7 Preassessment this week	<u>Lesson 12</u>	<u>Lesson 13</u>	<u>Lesson 15</u> Engage, Activity 1 Topic C Quiz	<u>Lesson 16</u>
20		<u>Lesson 17</u>	Unit 6 Review	Unit 6 Assessment	Pre-teach Day: Unit 7 Unfinished Learning Activities*	<u>Lesson 1</u> Engage, Activity 2 <u>Lesson 2</u> Activity 2, Exit Ticket
21	Unit 7	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Lesson 7</u> Engage, Activity 1 Topic A Quiz
22		<u>Lesson 8</u>	<u>Lesson 9</u>	<u>Lesson 10</u>	Pause Refer to <u>Exit Ticket Guidance</u>	<u>Lesson 11</u> Activity 1, Activity 2 Topic B Quiz
23		<u>Lesson 12</u> Administer Unit 1 Preassessment this week	<u>Lesson 13</u> Engage, Activity 1 <u>Lesson 14</u> Activity 2, Exit Ticket	<u>Lesson 15</u>	Pause Refer to <u>Exit Ticket Guidance</u>	<u>Lesson 16</u> Activity 1, Activity 2 Topic C Quiz
24		<u>Lesson 17</u>	<u>Lesson 18</u>	Unit 7 Review	Unit 7 Assessment	Pre-teach Day: Unit 6 Unfinished Learning Activities*
25	Unit 1	<u>Lesson 1</u> Engage, Activity 1 <u>Lesson 2</u> Activity 1	<u>Lesson 3</u>	<u>Lesson 4</u> Engage, Activity 1 <u>Lesson 5</u> Activity 1, Activity 2 Exit Ticket	<u>Lesson 6</u> Engage, Activity 1 Topic A&B Quiz	<u>Lesson 7</u>
26	Interim Review & Interim 3 Testing					
27	Unit 1	Pause Refer to <u>Exit Ticket Guidance</u>	<u>Lesson 8</u>	<u>Lesson 9</u>	<u>Lesson 10</u>	<u>Lesson 11</u> Engage, Activity 1 Topic C&D Quiz
28		<u>Lesson 12</u> Administer Unit 8 Preassessment this week	<u>Lesson 13</u> Engage/Activity 1 <u>Lesson 14</u> Engage, Activity 1 Exit Ticket	<u>Lesson 15</u>	<u>Lesson 16</u> Engage, Activity 2	<u>Lesson 17</u> Engage, Activity 2 <u>Lesson 18</u> Engage, Activity 1 Exit Ticket
29	Unit 4	Unit 1 Review & Optional Topic E&F Quiz	<u>Lesson 12</u> Engage Activity 1 <u>Lesson 13</u> Activity 1, Activity 3 Exit ticket	<u>Lesson 14</u> Engage Activity 1 <u>Lesson 15</u> Engage Activity 1 Exit ticket	<u>Lesson 16</u>	Unit 1 and Unit 4 Topic D End of Unit Assessment

30	Unit 8	Pre-teach Day Unit 8 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Pause Refer to Exit Ticket Guidance
31		Lesson 4 Engage, Activity 1 Lesson 5 Activity 2, Exit Ticket	Lesson 6	Lesson 7 Engage, Activity 1 Lesson 8 Engage, Activity 1	Pause Refer to Exit Ticket Guidance	Lesson 9 Engage, Activity 2 Topic A&B Quiz
32		Lesson 10	Lesson 11	Lesson 12 Activity 1, Activity 2 Topic C Quiz	Lesson 13	Lesson 14
33		Lesson 15	Lesson 16	Lesson 17	Unit 8 Review	Unit 8 Assessment
34	Unit 9: End of Year Review and Remediation					

*Formally known as Learning Loss Activities

Scope and Sequence for Algebra In Mind Pathway 2

6 AIM - 6/7 EXCEL-erate Course

We subscribe to the philosophy that our curriculum provides enough depth to allow for differentiation (enrichment) without an accelerated track. However, we recognize there are many practices regarding compacting courses and therefore have carefully crafted a draft of accelerated coursework. The goal of this document is to provide schools with a curriculum map for compacting Grades 6, 7, 8, and Algebra I/Integrated I into three courses in middle school; 6/7 Accelerated, 7/8 Accelerated, and Grade 8/Algebra I.

Rationale for Selection and Sequencing of Units

The intentional selection and ordering of units promotes the preservation of the original flow of the curriculum as much as possible and thus various components do not lose impact. For example, distributed practice, pre-unit diagnostics and end-unit assessments can still be used with only slight modifications. Procedural fluency is built into the activities and practice problems in a progressive manner as students move through the units and the building of fluency does remain effective within the accelerated sequence. Conceptual development of concepts also builds over time and through progression of units and was taken into consideration when choosing and ordering the units as well. Please note that there were several options for unit selection and sequencing, but the included scope and sequence is one that most effectively preserves the development of procedural skill and conceptual understanding within the program.

The sequence begins with fraction division and base ten arithmetic and then moves into concepts of Geometry which is a departure from the regular unit sequence. Accelerated students tend to have sound number sense that does not rely on additional embedded practice in order to be successful with fraction concepts. Rates and unit ratios is the next major concept studied, followed by expressions and equations. Work with equations is used to set the foundation for determining proportional relationships and examining percentages. And finally, the unit *Rational Numbers* could have been followed by *Rational Number Arithmetic* but the chosen sequence allows for more time to complete the grade 6 standards prior to state testing.

Instructional Considerations

Activities have been omitted as a result of compacting, which changes the original flow and structure of the lesson. This results in instructional choices for the teacher.

- For example, warm-ups and cool downs can be inserted within any lesson if there is a need for students to independently show their level of understanding.
- The timing assigned to each activity will be at the discretion of the teacher and not what is listed within the lessons.
- Some of the activities not included in this scope and sequence provide additional fluency work. These activities can be included when student needs suggest more procedural fluency work is necessary.
- Review days, or partial days, can be inserted where needed for appropriate practice time.

The following scope and sequence is intended for 6th grade students in the 6/7

Accelerated Course. It covers all the Grade 6 content and half of Grade 7

6 AIM Scope and Sequence Pathway 2

Week	
1	Unit 1: Dividing Fractions and Base 10 Arithmetic (6 Unit 4 and Unit 5) 6.NS.A.1 • 6.NS.B.2 • 6.NS.B.3 • 6.G.A.1 • 6.G.A.2 • 6.EE.A.4
2	
3	
4	Unit 2: Area, Surface Area, and Scale Drawings (7 Unit 1, 6 Unit 1 and Unit 4) 7.G.A.1 • 6.G.A.1 • 6.G.A.2 • 6.G.A.4 • 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c
5	
6	
7	
8	
9	
10	Unit 3: Ratios, Unit Rates and Percentages (6 Unit 2 and 3)- Topic A
11	Interim Review – Interim 1 Testing
12	Unit 3: Ratios, Unit Rates and Percentages (6 Unit 2 and 3) 6.RP.A.1 • 6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3a • 6.RP.A.3b • 6.RP.A.3c • 6.RP.A.3d
13	
14	
15	
16	Unit 4: Expressions and Equations (6 Unit 6) 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c
17	
18	
19	Unit 6: Rational Numbers (6 Unit 7) 6.NS.B.4 • 6.NS.C.5 • 6.NS.C.6 - 6.NS.C.6a • 6.NS.C.6b • 6.NS.C.6c • 6.NS.C.7 - 6.NS.C.7a • 6.NS.C.7b • 6.NS.C.7c • 6.NS.C.7d • 6.NS.C.8 • 6.EE.A.2 - 6.EE.A.2b • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.8 • 6.G.A.3
20	
21	
22	Interim Review - Interim 2 Testing
23	Unit 7: Data Sets and Distribution (6 Unit 8) 6.SP.A.1 • 6.SP.A.2 • 6.SP.A.3 • 6.SP.B.4 • 6.SP.B.5 - 6.SP.B.5a • 6.SP.B.5b • 6.SP.B.5c •
24	

	6.SP.B.5d • 6.NS.B.3
25 *	Unit 5: Proportional Relationships & Percentage Situations (7 Unit 2 & 4)
26	
27	
28	
29	
30	Unit 8: Rational Number Arithmetic & More Equations and Inequalities (7 Unit 5 and 6)
31	
32	
33	
34	
35 - EOY	Review and Remediation
* State testing windows vary. All priority standards should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.	

AIM 6th / 7th Grade Scope Pathway 2 Detailed

Week

0	Routines, Procedures and Review					
1	Unit 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Review
2		Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
3		Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14
4		Review	Assessment	Lesson 1	Lesson 2	Lesson 3
5	Unit 2	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
6		Lesson 9	Lesson 10	Review	Lesson 11	Lesson 12
7		Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17
8		Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22
9		Review	Assessment	Review	Lesson 1	Lesson 2
10	3	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
11	Interim Review – Interim 1 Testing					
12	Unit 3	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
13		Review	Lesson 13	Lesson 14	Lesson 15	Lesson 16
14		Lesson 17	Lesson 18	Review	Lesson 19	Lesson 20
15		Lesson 21	Lesson 22	Review	Assessment	Lesson 1
16	Unit 4	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
17		Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
18		Lesson 12	Lesson 13	Assessment	Lesson 1	Lesson 2
19	Unit 6	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Review
20		Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
21		Review	Assessment	Lesson 1	Lesson 2	Lesson 3
22	Interim Review – Interim 2 Testing					
23	Unit 7	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
24		Lesson 9	Lesson 10	Lesson 11	Lesson 12	Review
25	Unit 5	Assessment	Lesson 1	Lesson 2	Lesson 3	Lesson 4
26		Lesson 5	Lesson 6	Lesson 7	Lesson 8	Review
27		Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
28		Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
29		Lesson 19	Review	Assessment	Lesson 1	Lesson 2
30	Unit 1	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
31		Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
32		Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17

33	8	Lesson 18	Lesson 19	Lesson 20	Lesson 21	Lesson 22
34		Lesson 23	Lesson 24	Lesson 25	Review	Assessment
35- EOY	Review and Remediation					

Accelerated Unit #: Topic (time)	Cover s these IM Units	# Lessons
Unit 1: Fraction Division and Base Ten Arithmetic (3-4 weeks)	6.4 6.5	9 5
Unit 2: Area, Surface Area, and Scale Drawings (5weeks)	6.1 6.4 (Geo.) 6.5 (Geo.) 7.1	12 2 0 8
Unit 3: Ratios, Unit Rates, and Percentage (5 weeks)	6.2 6.3	12 10
Unit 4: Expressions and Equations (3 weeks)	6.6	13
Unit 6: Rational Numbers (2-3 weeks)	6.7	11
Unit 7: Data Sets and Distributions (3 weeks)	6.8	12
Unit 5: Proportional Relationships and Percentage Situations (4 weeks)	7.2 7.4	10 9
Unit 8: Rational Number Arithmetic and More Equations and Inequalities (5- 6 weeks)	7.5 * 7.6 A B C	12 13
Culminating Unit (OPTIONAL If time Allows)	6.9	
TOTAL		138

*can also be done with 6.7, but this option leaves more time to complete 6th grade standards before state testing

Unit 1: Fraction Division and Base Ten Arithmetic

Accelerated Unit. Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity Name
1.1	Size of Divisor and Size of Quotient	6.4.1	Number Talk: Size of Dividend and Divisor
		6.4.1	All Stacked Up
		6.4.1	All in Order
		6.4.1	Result of Division
1.2	Meanings of Division	6.4.2	A Division Expression
		6.4.2	Bags of Almonds
		6.4.3	Homemade Jams
		6.4.3	Rice and Beans
1.3	How Many Groups?	6.4.4	Equal-sized Groups
		6.4.4	Reasoning with Pattern Blocks
		6.4.5	Reasoning with Fraction Strips
		6.4.5	More Reasoning with Pattern Blocks
		6.4.5	Bags of Tangerines
1.4	Fraction of a Group	6.4.6	How Many of These in That?
		6.4.6	Representing Groups of Fractions with Tape Diagrams
		6.4.6	Finding Number of Groups
		6.4.7	Estimating Fraction of a Number
		6.4.7	Fractional Batches of Ice Cream
		6.4.7	A Partially Filled Container
1.5	How Much in Each Group? Part 1	6.4.8	Inventing a Scenario
		6.4.8	How Much in One Batch?
		6.4.8	One Container and One Section of Highway
		6.4.8	Funding a Camping Trip
1.6	How Much in Each Group? Part 2	6.4.9	Greater Than 1 or Less Than 1?
		6.4.9	Two Water Containers
		6.4.9	Amount in One Group
		6.4.9	Inventing a Situation
		6.4.9	Refilling a Soap Dispenser

1.7	Develop an Algorithm to Divide Fractions	6.4.10	Dividing by a Whole Number
		6.4.10	Dividing by Non-unit Fractions
		6.4.11	Dividing a Fraction by a Fraction
		6.4.11	Using an Algorithm to Divide Fractions
		6.4.11	Watering A Fraction of House Plants
1.8	How Many Times as Large?	6.4.12	Number Talk: Multiplication Strategies
		6.4.12	How Many Would It Take? (Part 1)
		6.4.12	How Many Times as Tall or as Far?
		6.4.12	Comparing Paper Rolls
		6.4.12	Building A Fence
1.9	Solving Problems Involving Fractions	6.4.16	Operations with Fractions
		6.4.16	Situations with $\frac{3}{4}$ and $\frac{1}{2}$
		6.4.16	Pairs of Problems
		6.4.16	Baking Cookies
		6.4.16	A Box of Pencils
1.10	Using Decimals in a Shopping Context	6.5.1	Snacks from the Concession Stand
		6.5.1	Planning a Dinner Party
		6.5.1	How Did You Compute Decimals?
1.11	Adding and Subtracting Decimals	6.5.4	The Cost of a Photo Print
		6.5.4	Decimals All Around
		6.5.4	Missing Numbers
		6.5.4	Taller and Farther
1.12	Decimal Point in Product	6.5.5	Number Talk: Multiplying by 10
		6.5.5	Fractionally Speaking: Powers of Ten
		6.5.5	Fractionally Speaking: Multiples of Powers of Ten
		6.5.6	Using Properties of Numbers to Reason about Multiplication
		6.5.6	Finding Products of Decimals
1.13	Long Division	6.5.10	Number Talk: Estimating Quotients
		6.5.10	Lin Uses Long Division
		6.5.10	Dividing Whole Numbers
		6.5.11	Using Long Division to Compute Quotients

		6.5.11	Calculating Quotients
1.14	Dividing Decimals by Decimals	6.5.12	Number Talk: Dividing by 4
		6.5.12	Dividends and Divisors
		6.5.13	Placing Decimal Points in Quotients
		6.5.13	Practicing Division with Decimals
		6.5.13	The Quotient of Two Decimals

Unit 2: Area, Surface Area, and Scale Drawings

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity Name
2.1	Finding Area by Composing and Rearranging	6.1.1	Which One Doesn't Belong? Tilings
		6.1.1	More Red, Green, or Blue?
		6.1.1	What is Area?
		6.1.2	What is Area?
		6.1.2	Composing Shapes
2.2	Reasoning to Find Area	6.1.3	Comparing Regions
		6.1.3	On the Grid
		6.1.3	Off the Grid
		6.1.3	Maritime Flag
2.3	Parallelograms	6.1.4	Features of a Parallelogram
		6.1.4	Area of a Parallelogram
		6.1.4	Lots of Parallelograms
		6.1.4	How Would You Find the Area?
2.4	Areas of Parallelograms	6.1.5	A Parallelogram and Its Rectangles
		6.1.5	The Right Height?
		6.1.5	Finding the Formula for Area of Parallelograms
		6.1.5	Parallelograms S and T
		6.1.6	More Areas of Parallelograms
2.5	Triangles	6.1.7	Same Parallelograms, Different Bases
		6.1.7	A Tale of Two Triangles (Part 1)
		6.1.7	A Tale of Two Triangles (Part 2)
		6.1.7	A Tale of Two Triangles (Part 3)

2.6	Areas of Triangles	6.1.8	Composing Parallelograms
		6.1.8	More Triangles
		6.1.8	Decomposing a Parallelogram
		6.1.9	Bases and Heights of a Triangle
		6.1.9	Finding the Formula for Area of a Triangle
		6.1.9	Applying the Formula for Area of Triangles

		6.1.10	An Area of 12
2.7	Polygons	6.1.11	What Are Polygons?
		6.1.11	Quadrilateral Strategies
		6.1.11	Pinwheel
		6.1.11	Triangulation
2.8	What is Surface Area?	6.1.12	Covering the Filing Cabinet (Part 1)
		6.1.12	Covering the Filing Cabinet (Part 2)
		6.1.12	Building with Snap Cubes
		6.1.12	A Snap Cube Prism
2.9	Nets and Surface Area	6.1.13	What are Polyhedra?
		6.1.13	Prisms and Pyramids
		6.1.13	Assembling Polyhedra
		6.1.13	Three-Dimensional Shapes
		6.1.14	Using Nets to Find Surface Area
2.10	Distinguishing Between Surface Area and Volume	6.1.15	Building Prisms and Pyramids
		6.1.15	Surface Area of a Triangular Prism
		6.1.16	Attributes and Their Measures
		6.1.16	Building with 8 Cubes
		6.1.16	Comparing Prisms without Building Them
2.11	Squares and Cubes	6.1.17	Perfect Squares
		6.1.17	Perfect Cubes
		6.1.17	Introducing Exponents
		6.1.17	Exponent Expressions
		6.1.18	The Net of a Cube
		6.1.18	Every Cube in the Whole World

		6.1.18	From Volume to Surface Area
2.12	Designing a Tent	6.1.19	Tent Design - Part 1
		6.1.19	Tent Design - Part 2
		6.1.1	Which One Doesn't Belong? (From 6.1.1)
2.13	Fractions in Area and Volume	6.4.13	Areas of Squares
		6.4.13	Areas of Squares and Rectangles
		6.4.14	Bases and Heights of Triangles
		6.4.14	Volumes of Cubes and Prisms
		6.4.14	Triangles and Cubes
2.14	Fitting Boxes Into Boxes	6.4.17	Determining Shipping Costs (Part 1)
		6.4.17	Determining Shipping Costs (Part 2)
		6.4.17	Determining Shipping Costs (Part 3)
2.15	Corresponding Part and Scale Factors in Scaled Copies	7.1.1	Printing Portraits
		7.1.1	Scaling F
		7.1.1	Pairs of Scaled Polygons
		7.1.2	Corresponding Parts
		7.1.2	Scaled Triangles
		7.1.2	Comparing Polygons ABCD and PQRS
2.16	Making Scaled Copies	7.1.3	More or Less?
		7.1.3	Which Operations? (Part 1)
		7.1.3	Which Operations? (Part 2)
		7.1.3	More Scaled Copies
		7.1.4	Three Quadrilaterals (Part 1)
		7.1.4	Three Quadrilaterals (Part 2)
		7.1.4	Scaled or Not Scaled?
		7.1.4	Comparing Pictures of Birds
2.17	The Size of the Scale Factor	7.1.5	Number Talk: Missing Factor
		7.1.5	Scaled Copies Card Sort
		7.1.5	Missing Figure, Factor, or Copy
		7.1.5	Scaling a Rectangle
2.18	Scaling and Area	7.1.6	Scaling a Pattern Block
		7.1.6	Scaling More Pattern Blocks

		7.1.6	Area of Scaled Parallelograms and Triangles
		7.1.6	Enlarged Areas
2.19	Scale Drawings and Maps	7.1.7	What is a Scale Drawing?
		7.1.7	Sizing Up a Basketball Court
		7.1.7	Tall Structures
		7.1.7	Length of a Bus and Width of a Lake
		7.1.8	Driving on I-90
		7.1.8	Biking Through Kansas
2.20	Changing Scales in Scale Drawings	7.1.9	Two Maps of Utah
		7.1.10	Appropriate Measurements
		7.1.10	Same Plot, Different Drawings
		7.1.10	A New Drawing of the Playground
2.21	Scales Without Units	7.1.11	One to One Hundred
		7.1.11	Apollo Lunar Module
		7.1.11	Same Drawing, Different Scales
		7.1.11	Scaled Courtyard Drawings
2.22	Units in Scale Drawings	7.1.12	Centimeters in a Mile
		7.1.12	Scales Card Sort
		7.1.12	The World's Largest Flag (optional)
		7.1.12	Pondering Pools (optional)
		7.1.12	Drawing the Backyard

Unit 3: Ratios, Unit Rates and Percentages

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit.	Activity Name
3.1	Representing Ratios with Diagrams	6.2.1	What Kind and How Many?
		6.2.1	The Teacher's Collection
		6.2.1	The Student's Collection
		6.2.2	A Collection of Snap Cubes
3.2	Recipes and Color Mixes	6.2.2	Blue Paint and Art Paste
		6.2.2	Card Sort: Spaghetti Sauce
		6.2.3	Powdered Drink Mix
3.3	Defining Equivalent Ratios	6.2.3	Batches of Cookies
		6.2.4	Turning Green
		6.2.5	Tuna Casserole
		6.2.5	What are Equivalent Ratios?
3.4	Double Number Line Diagrams	6.2.6	Drink Mix on a Double Number Line
		6.2.6	Blue Paint on a Double Number Line
		6.2.7	Art Paste on a Double Number Line
3.5	How Much for One?	6.2.8	Number Talk: Remainders in Division
		6.2.8	Grocery Shopping
		6.2.8	More Shopping
		6.2.8	Unit Price of Rice
3.6	Constant Speed	6.2.9	Number Talk: Dividing by Powers of 10
		6.2.9	Moving 10 Meters
		6.2.9	Moving for 10 Seconds
		6.2.9	Train Speeds
3.7	Comparing Situations by Examining Ratios	6.2.10	Treadmills
		6.2.10	Concert Tickets
		6.2.10	Sparkling Orange Juice
		6.2.10	Comparing Runs
3.8	Representing Ratios with Tables	6.2.11	A Huge Amount of Sparkling Orange Juice
		6.2.11	Batches of Trail Mix
		6.2.12	Comparing Taco Prices

		6.2.12	Hourly Wages
3.9	Tables and Double Number Line Diagrams	6.2.13	Number Talk: Constant Dividend
		6.2.13	Moving 3,000 Meters
		6.2.13	The International Space Station
		6.2.13	Bicycle Sprint
3.10	Solving Ratio Problems	6.2.14	What Do You Want to Know?
		6.2.14	Info Gap: Hot Chocolate and Potatoes
		6.2.14	Comparing Reading Rates
3.11	Solving More Ratio Problems	6.2.15	Cubes of Paint
		6.2.15	Sneakers, Chicken, and Fruit Juice
		6.2.16	A Trip to the Aquarium
		6.2.16	Salad Dressing and Moving Boxes
3.12	A Fermi Problem	6.2.17	Fix It!
		6.2.17	Who was Fermi?
		6.2.17	Researching Your Own Fermi Problem
3.13	Units for Measurement	6.3.2	Measurements Card Sort
		6.3.3	Measurement Stations
3.14	Converting Units	6.3.4	Number Talk: Fractions of a Number
		6.3.4	Road Trip
		6.3.4	Veterinary Weights
		6.3.4	Cooking with a Tablespoon
		6.3.4	Buckets
3.15	Comparing Speeds and Prices	6.3.5	Closest Quotient
		6.3.5	More Treadmills
		6.3.5	The Best Deal on Beans
		6.3.5	A Sale on Sparkling Water
3.16	Interpreting Rates	6.3.6	Something per Something
		6.3.6	Cooking Oatmeal
		6.3.6	Cheesecake, Milk, and Raffle Tickets
		6.3.6	Buying Grapes by the Pound
3.17	Equivalent Ratios Have the Same Unit Rates	6.3.7	Which One Doesn't Belong: Comparing Speeds

		6.3.7	Price of Burritos
		6.3.7	Making Bracelets
		6.3.7	How Much Applesauce?
		6.3.7	Cheetah Speed
3.18	Solving More Rate Problems	6.3.8	Back on the Treadmill Again
		6.3.8	Picnics on the Rail Trail
		6.3.9	Card Sort: Is it a Deal?
		6.3.9	The Fastest of All
3.19	Representing Percentages with Diagrams	6.3.10	Coins
		6.3.10	Coins on a Number Line
		6.3.11	Three-Day Hiking Trip
		6.3.11	Puppies Grow Up
		6.3.12	Revisiting Jada's Puppy
		6.3.12	5 Dollars
3.20	Solving Percentage Problems	6.3.13	Nine is . . .
		6.3.14	Coupons
		6.3.14	Info Gap: Music Devices
3.21	Finding the Percentage and This Percent of That	6.3.15	Audience Size
		6.3.15	Everything is On Sale
		6.3.16	Jumping Rope
		6.3.16	Restaurant Capacity
3.22	Painting a Room	6.3.17	Getting Ready to Paint
		6.3.17	How Much it Costs to Paint
		6.3.17	How Long it Takes to Paint

Unit 4: Expressions and Equations

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity Name
4.1	Representing Situations with Equations	6.6.1	Which Diagram is Which?
		6.6.1	Match Equations and Tape Diagrams
		6.6.1	Draw Diagrams for Equations
		6.6.2	Storytime
		6.6.2	Using Structure to Find Solutions
		6.6.2	How Do You Know a Solution is a Solution?
4.2	Staying in Balance	6.6.3	Hanging Around
		6.6.3	Match Equations and Hangers
		6.6.3	Connecting Diagrams to Equations and Solutions
		6.6.3	Weight of the Circle
4.3	Practice Solving Equations and Representing Situations with Equations	6.6.8	Algebra Talk: Solving Equations by Seeing Structure
		6.6.4	Row Game: Solving Equations Practice
		6.6.4	Choosing Equations to Match Situations
		6.6.4	More Storytime
4.4	A New Way to Interpret a/b	6.6.5	Recalling Ways of Solving
		6.6.5	Interpreting a/b
		6.6.5	Storytime Again
		6.6.5	Choosing Solutions
4.5	Write Expressions and Solve Equations with Percents	6.6.7	Number Talk: Percentages
		6.6.6	Lemonade Sales and Heights
		6.6.7	Representing a Percentage Problem with an Equation
		6.6.7	Puppies Grow Up, Revisited
		6.6.7	Fundraising for the Animal Shelter
4.6	Distributive Property with Numbers	6.6.8	Identifying Equivalent Expressions
		6.6.9	Ways to Represent Area of a Rectangle
		6.6.9	Distributive Practice

		6.6.9	Complete the Equation
4.7	Distributive Property with Numbers and Variables	6.6.10	Partitioned Rectangles When Lengths are Unknown
		6.6.10	Areas of Partitioned Rectangles
		6.6.11	The Shaded Region
		6.6.11	Matching to Practice Distributive
		6.6.11	Writing Equivalent Expressions Using the Distributive Property
4.8	Meaning of Exponents	6.6.12	Notice and Wonder: Dots and Lines
		6.6.12	The Genie's Offer
		6.6.12	Make 81
		6.6.12	More 3's
4.9	Expressions with Exponents	6.6.13	Which One Doesn't Belong: Twos
		6.6.13	Is the Equation True?
		6.6.13	What's Your Reason?
		6.6.14	Calculating Surface Area
		6.6.14	Expression Explosion
		6.6.14	Calculating Volumes
4.10	Exponents in Expressions and Equations	6.6.15	Up or Down?
		6.6.15	What's the Value?
		6.6.15	Exponent Experimentation
		6.6.15	True Statements
4.11	Two Related Quantities, Part 1	6.6.16	Which One Would You Choose?
		6.6.16	Painting the Set
		6.6.16	Baking Brownies
4.12	Two Related Quantities, Part 2	6.6.17	Walking to the Library
		6.6.17	The Walk-a-thon
		6.6.17	Interpret the Point
4.13	More Relationships	6.6.18	Which One Doesn't Belong: Graphs
		6.6.18	Making a Banner
		6.6.18	Cereal Boxes
		6.6.18	Multiplying Mosquitos
		6.6.18	Interpret the Point

Unit 5: Proportional Relationships and Percentage Situations

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity
5.1	Representing Proportional Relationships with Tables	7.2.2	Notice and Wonder: Paper Towels by the Case
		7.2.2	Feeding a Crowd
		7.2.2	Making Bread Dough
		7.2.2	Quarters and Dimes
		7.2.2	Green Paint
5.2	Constant of Proportionality	7.2.3	Equal Measures
		7.2.3	Centimeters and Millimeters
		7.2.3	Pittsburgh to Phoenix
		7.2.3	Fish Tank
5.3	Two Equations for Each Relationship	7.2.4	Feeding a Crowd, Revisited
		7.2.4	Denver to Chicago
		7.2.5	Meters and Centimeters
		7.2.5	Filling a Water Cooler
5.4	Using Equations to Solve Problems	7.2.6	Number Talk: Quotients with Decimal Points
		7.2.6	Concert Ticket Sales
		7.2.6	Recycling
		7.2.6	Granola
5.5	Comparing Relationships with Tables	7.2.7	Adjusting a Recipe
		7.2.7	Visiting the State Park
		7.2.7	Running Laps
		7.2.7	Apples and Pizza
5.6	Comparing Relationships with Equations	7.2.8	Notice and Wonder: Patterns with Rectangles
		7.2.8	More Conversions
		7.2.8	Total Edge Length, Surface Area, and Volume
		7.2.8	All Kinds of Equations
		7.2.8	Tables and Chairs
		7.2.9	What Do You Want to Know?
5.7	Solving Problems About Proportional Relationships	7.2.9	Info Gap: Biking and Rain

		7.2.9	Moderating Comments
		7.2.9	Steel Beams
5.8	Interpreting Graphs of Proportional Relationships	7.2.10	Notice These Points
		7.2.10	T-shirts for Sale
		7.2.10	Matching Tables and Graphs
		7.2.11	What Could the Graph Represent?
		7.2.11	Seagulls Eat What?
5.9	Comparing Relationships with Graphs	7.2.12	Number Talk: Fraction Multiplication and Division
		7.2.12	Race to the Bumper Cars
		7.2.12	Space Rocks and the Price of Rope
		7.2.12	Revisiting the Amusement Park
5.10	Two Graphs for Each Relationship	7.2.13	True or False? Fractions and Decimals
		7.2.13	Tables, Graphs, and Equations
		7.2.13	Hot Dog Eating Contest
		7.2.13	Spicy Popcorn
5.11	Ratios and Rates with Fractions	7.4.2	A Train is Traveling at . . .
		7.4.2	Comparing Running Speeds
		7.4.3	The Price of Rope
		7.4.3	Running, Manufacturing, Painting, and Swimming
5.12	Half As Much Again	7.4.4	Notice and Wonder: Tape Diagrams
		7.4.4	Walking Half as Much Again
		7.4.4	More and Less
		7.4.4	Card Sort: Representations of Proportional Relationships
		7.4.4	Fruit Snacks and Skating
5.13	Say it With Decimals	7.4.5	Notice and Wonder: Fractions to Decimals
		7.4.5	More and Less with Decimals
		7.4.5	Card Sort: More Representations
		7.4.5	Reading More
5.14	Percent Increase and Decrease	7.4.6	Improving Their Game
		7.4.6	More Cereal and a Discounted Shirt

		7.4.6	Using Tape Diagrams
		7.4.7	Double Number Lines
		7.4.7	Representing More Juice
5.15	Equations to Represent Percent Increase and Decrease	7.4.8	From 100 to 106
		7.4.8	Interest and Depreciation
		7.4.8	Matching Equations
		7.4.8	Tyler's Savings Bond
5.16	Tax and Tip	7.4.10	Notice and Wonder: The Price of Sunglasses
		7.4.10	Shopping in Two Different Cities
		7.4.10	Shopping in a Third City
		7.4.10	Dining at a Restaurant
		7.4.10	A Restaurant in a Different City
5.17	More Percentage Contexts	7.4.11	Leave a Tip
		7.4.11	A Car Dealership
		7.4.11	Commission at a Gym
		7.4.11	Card Sort: Percentage Situations
5.18	More Percentage Problems	7.4.12	Tax, Tip, and Discount
		7.4.12	What Is the Percentage?
		7.4.12	Info Gap: Sporting Goods
5.19	Measurement Error and Percent Error	7.4.13	Measuring Your Classroom
		7.4.14	Number Talk: Estimating a Percentage of a Number
		7.4.14	Plants, Bicycles, and Crowds
		7.4.14	Jumbo Eggs

Unit 6: Rational Numbers

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity Name
6.1	Positive and Negative Numbers	6.7.1	Notice and Wonder: Memphis and Bangor
		6.7.1	Above and Below Zero
		6.7.1	High Places, Low Places
		6.7.1	Agree or Disagree?
6.2	Ordering on the Number Line	6.7.2	A Point on the number line
		6.7.2	Folded Number Lines
		6.7.2	Positive, Negative, and Opposite
		6.7.3	Comparing Temperatures
		6.7.3	Rational Numbers on a Number Line
		6.7.3	Making More Comparisons
6.3	Signed Numbers on the Number Line and In Contexts	6.7.4	How Do They Compare?
		6.7.4	Comparing Points on A Line
		6.7.4	Getting Them in Order
		6.7.5	The Concession Stand
		6.7.5	Drinks for Sale
		6.7.5	Baker Owner
6.4	Absolute Value of Numbers	6.7.6	Number Talk: Closer to Zero
		6.7.6	Jumping Flea
		6.7.6	Absolute Elevation and Temperature
		6.7.7	Submarine
		6.7.7	Inequality Mix and Match
6.5	Writing and Graphing Inequalities	6.7.8	Estimate Heights of People
		6.7.8	Stories about 9
		6.7.8	How High and How Low Can It Be?
		6.7.8	A Box of Paper Clips
6.6	Solutions of Inequalities	6.7.9	Unknowns on a Number Line
		6.7.9	Amusement Park Rides
		6.7.9	What Number Am I?

		6.7.10	Basketball Game
		6.7.9	Solutions of Inequalities
6. 7	Points in the Coordinate Plane	6.7.11	Guess My Line
		6.7.11	The Coordinate Plane
		6.7.11	Coordinated Archery
		6.7.12	English Winter
		6.7.12	Axes Drawing Decisions
		6.7.12	What Went Wrong: Graphing Edition
6. 8	Interpreting Points on a Coordinate Plane	6.7.13	Unlabeled Points
		6.7.13	Account Balance
		6.7.13	High and Low Temperatures
		6.7.13	Time and Temperature
6. 9	Finding Distances on a Coordinate Plane	6.7.14	Coordinate Patterns
		6.7.14	Signs of Numbers in Coordinates
		6.7.14	Finding Distances on the Coordinate Plane
		6.7.16	Four Quadrants of A-Maze-ing
		6.7.16	Perimeter of A Polygon
6. 10	Factors and Multiples	6.7.17	Notice and Wonder: Multiples
		6.7.17	Least Common Multiple
		6.7.17	Prizes on Grand Opening Day
		6.7.16	Diego's Bake Sale
		6.7.16	Greatest Common Factor
6.11	Factors or Multiples?	6.7.18	Keeping a Steady Beat
		6.7.18	Factors and Multiples
		6.7.18	More Factors and Multiples
		6.7.18	Factors and Multiples Bingo
		6.7.18	What Kind of Problem?

Unit 7: Data Sets and Distributions

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity Name
7.1	Data and Statistical Questions	6.8.1	Dots of Data
		6.8.1	Numerical and Categorical Data
		6.8.1	What's the Question?
		6.8.2	What's in the Data?
		6.8.2	What Makes a Statistical Question?
7.2	Representing Data Graphically	6.8.3	Curious about Caps
		6.8.3	Estimating Caps
		6.8.3	Been There, Done That!
		6.8.3	Favorite Summer Sports (Optional)
		6.8.3	Swimmers and Swimming Class
7.3	Using Data Plots to Answer Statistical Questions	6.8.4	Pizza Toppings (Part 2)
		6.8.4	Homework Time
		6.8.5	Packs on Backs
		6.8.5	On the Phone
		6.8.5	Click-Clack
		6.8.5	Packing Tomatoes
7.4	Using Histograms to Answer Statistical Questions	6.8.6	Dog Show (Part 2)
		6.8.6	Population of States
		6.8.7	Which Question Doesn't Belong: Questions
		6.8.7	Measuring Earthworms
7.5	Describing Distributions	6.8.7	Tall and Taller Players
		6.8.7	A Tale of Two Seasons
		6.8.8	Which Histogram Doesn't Belong: Histograms
		6.8.8	Sorting Histograms
		6.8.8	Point Spread
7.6	Interpretations of the Mean: Fair Share and Balance Point	6.8.9	Spread Out and Share

		6.8.9	Finding Means
		6.8.10	Travel Times (Part 1)
		6.8.10	Travel Times (Part 2)
		6.8.10	Text Messages
7.7	Deviation from the Mean	6.8.11	Shooting Hoops (Part 1)
		6.8.11	Shooting Hoops (Part 2)
		6.8.11	Shooting Hoops (Part 3)
		6.8.11	Game of 22 (Optional)
		6.8.11	Text Messages, Again
7.8	Using Mean and MAD to Make Comparisons	6.8.12	Number Talk: Decimal Division
		6.8.12	Which Player Would You Choose?
		6.8.12	Swimmers Over the Years
		6.8.12	Travel Times Across the World
7.9	The Median of a Data Set	6.8.13	The Plot of the Story
		6.8.13	Siblings in the House
		6.8.13	Finding the Middle
		6.8.13	Practicing the Piano
7.10	Comparing Mean and Median	6.8.14	Heights of Presidents
		6.8.14	The Tallest and the Smallest in the World
		6.8.14	Mean or Median?
		6.8.14	Which Measure of Center to Use?
7.11	The Interquartile Range and Box Plots	6.8.15	The Five-Number Summary
		6.8.15	Range and Interquartile Range
		6.8.16	Studying Blinks
		6.8.17	Paper Planes
		6.8.17	Humpback Whales
7.12	Using Data to Solve Problems	6.8.18	Wild Bears
		6.8.18	Math Homework (Part 1)
		6.8.18	Math Homework (Part 2)
		6.8.18	Will the Yellow Perch Survive?
		6.8.18	Time Spent on Chores

Unit 8: Rational Number Arithmetic and More Equations and Inequalities

Accelerated Unit.Lesson	Accelerated Lesson Name	Regular Grade. Unit. Lesson	Activity Name
8.1	Changing Temperatures and Elevations	7.5.2	Winter Temperatures
		7.5.3	Cliffs and Caves
		7.5.3	Adding Rational Numbers
		7.5.3	School Supply Number Line
		7.5.3	Add 'Em Up
8.2	Money and Debts	7.5.4	Concert Tickets
		7.5.4	Cafeteria Food Debt
		7.5.4	Bank Statement
		7.5.4	Buying a Bike
8.3	Subtracting Rational Numbers	7.5.5	Equivalent Equations
		7.5.5	Subtraction with Number Lines
		7.5.5	We Can Add Instead
		7.5.5	Same Value
8.4	Adding and Subtracting to Solve Problems	7.5.6	Number Talk: Missing Addend
		7.5.6	Equations with Altitude
		7.5.6	Does the Order Matter?
		7.5.6	A Subtraction Expression
		7.5.7	Differences and Distances
		7.5.7	Coffee Shop Cups
8.5	Position, Speed, and Direction	7.5.8	Distance, Rate, Time
		7.5.8	Going Left, Going Right
		7.5.8	Velocity
		7.5.8	Multiplication Expressions
8.6	Multiplying Rational Numbers	7.5.9	Before and After
		7.5.9	Backwards in Time
		7.5.9	Cruising
		7.5.9	Rational Numbers Multiplication Grid
		7.5.9	True Statements

		7.5.10	Making Mistakes
8.7	Dividing Rational Numbers	7.5.11	Tell Me Your Sign
		7.5.11	Multiplication and Division
		7.5.11	Drilling Down
		7.5.11	Matching Division Expressions
8.8	Negative Rates	7.5.12	Grapes per Minute
		7.5.12	Water Level in the Aquarium
		7.5.12	Up and Down with the Piccards
		7.5.12	Submarines
8.9	Expressions with Rational Numbers	7.5.13	True or False: Rational Numbers
		7.5.13	Card Sort: The Same But Different
		7.5.13	Near and Far From Zero
		7.5.13	Seagulls and Sharks Again
		7.5.13	Make Them True
8.10	Solving Problems with Rational Numbers	7.5.14	Which One Doesn't Belong: Equations
		7.5.14	Draining and Filling a Tank
		7.5.14	Buying and Selling Power
		7.5.14	Charges and Checks
8.11	Solving Equations with Rational Numbers	7.5.15	Number Talk: Opposites and Reciprocals
		7.5.15	Match Solutions
		7.5.15	Trip to the Mountains
		7.5.15	Card Sort: Matching Inverses
		7.5.15	Hiking Trip
8.12	Representing Contexts with Equations	7.5.16	Don't Solve It
		7.5.16	Warmer or Colder Than Before?
		7.5.16	Animals Changing Altitudes
		7.5.16	Equations Tell a Story
		7.5.16	Floating Above a Sunken Canoe
8.13	Reasoning About Contexts with Tape Diagrams	7.6.2	Remembering Tape Diagrams

		7.6.2	Every Picture Tells a Story
		7.6.2	Every Story Needs a Picture
		7.6.2	Red and Yellow Apples
8.14	Reasoning About Equations and Tape Diagrams	7.6.3	Find Equivalent Expressions
		7.6.3	Matching Equations to Tape Diagrams
		7.6.3	Drawing Tape Diagrams to Represent Equations
		7.6.3	Three of These Equations Belong Together
8.15	Representing Situations with Tape Diagrams and Equations	7.6.4	Algebra Talk: Seeing Structure
		7.6.5	Algebra Talk: Seeing More Structure
		7.6.4	Situations and Diagrams
		7.6.4	Situations, Diagrams, and Equations
		7.6.5	More Situations and Diagrams
		7.6.5	More Situations, Diagrams, and Equations
8.16	Distinguishing Between Two Types of Situations	7.6.4	Finding Solutions
		7.6.5	More Finding Solutions
		7.6.6	Even More Situations, Diagrams, and Equations
		7.6.6	After School Tutoring
8.17	Reasoning About Solving Equations With Balanced Hangers	7.6.7	Hanger Diagrams
		7.6.7	Hanger and Equation Matching
		7.6.7	Use Hangers to Understand Equation Solving
		7.6.8	Either Or
		7.6.8	Use Hangers to Understand Equation Solving, Again
		7.6.7	Solve the Equation
		7.6.8	Solve Another Equation
8.18	Dealing With Negative Numbers in Equations	7.6.9	Which One Doesn't Belong: Rational Number Arithmetic
		7.6.9	Old and New Ways to Solve
		7.6.9	Keeping It True
		7.6.9	Solve Two More Equations

8.19	Different Options for Solving One Equation	7.6.10	Algebra Talk: Solve Each Equation
		7.6.10	Analyzing Solution Methods
		7.6.10	Solution Pathways
		7.6.10	Solve Two Equations
8.20	Solving Problems 1	7.6.11	Remember Tape Diagrams
		7.6.11	At the Fair
		7.6.11	Running Around
		7.6.11	The Basketball Game
8.21	Solving Problems 2	7.6.12	20% Off
		7.6.12	Walking More Each Day
		7.6.12	A Sale on Shoes
		7.6.12	Timing the Relay Race
8.22	Comparing Solutions to Equations and Inequalities	7.6.13	Is the Inequality True or False?
		7.6.13	Some Values, All Values
		7.6.14	Solutions to Equations and Solutions to Inequalities
		7.6.14	Earning Money for Soccer Stuff
8.23	Inequalities with Negatives	7.6.14	Granola Bars and Savings
		7.6.14	Colder and colder
		7.6.15	Lots of Negatives
		7.6.15	Inequalities with Tables
8.24	Which Side Are the Solutions?	7.6.15	Which Side are the Solutions?
		7.6.15	Testing for Solutions
		7.6.16	Solve Some Inequalities!
		7.6.16	Club Activities Matching
8.25	Solving Problems with Inequalities	7.6.16	Club Activities Display
	(choose among these)	7.6.16	Party Decorations
		7.6.17	Possible Values
		7.6.17	Elevator
		7.6.17	Giving Advice
		7.6.17	Movies on a Hard Drive

7th Grade Year at a Glance 2024-2025

Click each Unit Title to access the digital resources on the Unit's [Landing Page](#).

Click [HERE](#) to access the Next Step Guide: Response to Data Resources

Click [HERE](#) to view the Math Assessment Year at a Glance.

Week	
0	Week 0 Resources
1	Unit 1: Scale Drawings
2	7.G.A.1
3	
4	Unit 2: Introducing Proportional Relationships
5	7.RP.A.1 • 7.RP.A.2 • 7.G.B.6 • 7.RP.A.2.a • 7.RP.A.2.b • 7.RP.A.2.c • 7.RP.A.2.d
6	
7	Unit 4: Proportional Relationships and Percentages (Topic A&B)
8	7.RP.A.1 • 7.RP.A.2 • 7.RP.A.3 • 7.G.A.1 • 7.NS.A.2.d
9	Interim Review – Interim 1 Testing
10	Unit 4: Proportional Relationships and Percentages (Topic C)
11	7.RP.A.1 • 7.RP.A.2 • 7.RP.A.3 • 7.G.A.1 • 7.NS.A.2.d
12	Unit 5: Rational Number Arithmetic
13	7.NS.A.2 • 7.NS.A.3 • 7.EE.B.3 • 7.EE.B.4 • 7.RP.A.2 • 7.NS.A.2.a • 7.NS.A.2.b • 7.NS.A.2.c • 7.EE.B.4.a
14	
15	Unit 6: Expressions, Equations, Inequalities (Topics A&B)
16	7.EE.A.1 • 7.EE.A.2 • 7.EE.B.3 • 7.EE.B.4 • 7.NS.A.1 • 7.EE.B.4.a • 7.EE.B.4.b • 7.NS.A.1.c
17	
18	Interim Review – Interim 2 Testing
19	Unit 6: Expressions, Equations, Inequalities (Topics C&D)
20	7.EE.A.1 • 7.EE.A.2 • 7.EE.B.3 • 7.EE.B.4 • 7.NS.A.1 • 7.EE.B.4.a • 7.EE.B.4.b • 7.NS.A.1.c
21	
22	
23	Unit 7: Angles, Triangles, and Prisms
24	7.G.A.2 • 7.G.A.3 • 7.G.B.5 • 7.G.B.6 • 7.NS.A.1 • 7.EE.B.4
25	
26	Interim Review – Interim 3 Testing
27**	
28	Unit 3: Measuring Circles
29	7.G.A.1 • 7.G.A.2 • 7.G.B.4 • 7.G.B.6 • 7.RP.A.2 • 7.RP.A.3 • 7.RP.A.2.a • 7.RP.A.2.c

30	Unit 8: Probability and Sampling 7.SP.A.1 • 7.SP.A.2 • 7.SP.B.3 • 7.SP.B.4 • 7.SP.C.7 • 7.SP.C.5 • 7.SP.C.6 • 7.SP.C.7 • 7.SP.C.8 • 7.NS.A.2 • 7.NS.A.2.d • 7.SP.C.7.a • 7.SP.C.7.b • 7.SP.C.8.a • 7.SP.C.8.b • 7.SP.C.8.c
31	
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33	
34	
35- EOY	Unit 9: Putting it All Together

7th Grade Weekly Instructional Planning Guide

Week

[Week 0 Resources](#)

0 Routines and Procedures – Administer Unit 1 Preassessment

1	Unit 1	Preteach Day: Unit 1 Unfinished Learning Activities*	Lesson 1 Lesson 2 Lesson 1 Engage, Activity 1 Lesson 2 Activity 1 & 2 Lesson 2 Exit Ticket	Lesson 3 Administer Unit 2 Preassessment this week	Lesson 4 Lesson 5 Lesson 4 Activity 1 & 2 Lesson 5 Activity 1 Lesson 5 Exit Ticket	Lesson 6 Engage, Activity 2 Topic A Quiz
2		Lesson 7	Lesson 8	Lesson 9	Unit 1 Review & Assessment	Preteach Day: Unit 2 Unfinished Learning Activities*
3	Unit 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4 Activity 1 & 2 Topic A Quiz	Lesson 5
4		Lesson 6	Lesson 7 Lesson 8 Lesson 7 Activity 2 & 3 Lesson 8 Activity 2 & 3 Lesson 8 Exit Ticket	Pause Refer to Exit Ticket Guidance	Lesson 9	Lesson 10 Engage, Activity 1 & 2 Topic B & C Quiz
5		Lesson 11 Administer Unit 4 Preassessment this week	Lesson 12	Lesson 13	Pause Refer to Exit Ticket Guidance	Lesson 14
6		Unit 2 Review	Unit 2 Assessment	Preteach Day: Unit 4 Unfinished Learning Activities*	Lesson 2	Lesson 3
7	Unit 4	Lesson 4	Lesson 5	Pause Refer to Exit Ticket Guidance	Lesson 6 Activity 1 & 2 Topic A Quiz	Lesson 7
8		Lesson 8	Lesson 9	Lesson 10 Engage, Activity 1 & 3 Topic B Quiz	Lesson 11	Lesson 12
9	Interim Review & Interim 1 Testing					
10	Unit 4	Lesson 13 Administer Unit 5 Preassessment this week	Lesson 14	Lesson 15	Pause Refer to Exit Ticket Guidance	Unit 4 Review
11	Unit 5	Unit 4 Assessment	Preteach Day: Unit 5 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3
12		Lesson 4 Administer Unit 6 Preassessment this week	Pause Refer to Exit Ticket Guidance	Lesson 5	Lesson 6	Lesson 7

13		Pause Refer to Exit Ticket Guidance	Lesson 8 Lesson 9 Lesson 8 Engage, Activity 1 Lesson 9 Activity 1 Lesson 9 Exit Ticket	Lesson 11 Activity 1 & 2 Topic A & B Quiz	Lesson 12 Lesson 14 Lesson 12 Activity 1 & 2 Lesson 14 Activity 2 Lesson 12 Exit Ticket	Pause Refer to Exit Ticket Guidance
14		Lesson 13	Lesson 15 Activity 1 & 2 Topic C & D Quiz	Lesson 16	Pause Refer to Exit Ticket Guidance	Unit 5 Review
15	Unit 6	Unit 5 Assessment	Preteach Day: Unit 6 Unfinished Learning Activities*	Preteach Day: Unit 6 Unfinished Learning Activities*	Lesson 1	Lesson 2
16		Lesson 3	Lesson 4 Lesson 5 Lesson 4 Activity 1 & 2 Lesson 5 Activity 2 Lesson 5 Exit Ticket	Lesson 6	Lesson 7 Engage, Activity 1 & 2 Topic A Quiz	Lesson 8
17		Lesson 9 Administer Unit 7 Preassessment this week	Lesson 10	Lesson 11	Lesson 12	Pause Refer to Exit Ticket Guidance
18	Interim Review & Interim 2 Testing					
19	Unit 6	Lesson 13	Lesson 14 Engage, Activity 1 Topic B Quiz	Lesson 15	Lesson 16	Lesson 17
20		Pause Refer to Exit Ticket Guidance	Lesson 18 Engage, Activity 2 Topic C Quiz	Lesson 19	Lesson 20	Lesson 21
21		Lesson 22	Pause Refer to Exit Ticket Guidance	Unit 6 Review	Unit 6 Assessment	Preteach Day: Unit 7 Unfinished Learning Activities*
22	Unit 7	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
23		Pause Refer to Exit Ticket Guidance	Lesson 6 Lesson 7 Lesson 7 Engage Lesson 6 Activity 2 Lesson 7 Activity 1, & 2 Lesson 7 Exit Ticket	Lesson 8 Engage, Activity 1 & 2 Topic A Quiz	Lesson 9	Lesson 10
24		Pause Administer Unit 3 Preassessment this week	Lesson 11 Activity 1 & 2 Topic B Quiz	Lesson 12	Lesson 13	Lesson 14
25		Lesson 15	Lesson 16	Pause Refer to Exit Ticket Guidance	Unit 7 Review	Unit 7 Assessment
26	Interim Review & Interim 3 Testing					
27**	Unit	Preteach Day: Unit 3 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3	Lesson 4
28		Pause Refer to Exit Ticket Guidance	Lesson 6 Administer Unit 8 Preassessment this week	Topic A Quiz	Lesson 7	Lesson 8

29	3	Lesson 9	Lesson 10	Pause Refer to Exit Ticket Guidance	Unit 3 Review	Unit 3 Assessment
30	Unit 8	Preteach Day: Unit 8 Unfinished Learning Activities*	Lesson 2	Lesson 3	Lesson 4	Lesson 6
31		Pause Refer to Exit Ticket Guidance	Lesson 7 Engage, Activity 1 Topic A Quiz	Lesson 8	Lesson 9	Lesson 10
32		Pause Refer to Exit Ticket Guidance	Lesson 11	Topic B Quiz	Lesson 12	Lesson 13
33		Lesson 14	Pause Refer to Exit Ticket Guidance	Lesson 15 Engage, Activity 2 & 3 Topic C Quiz	Lesson 16	Lesson 17
34		Lesson 18	Lesson 19	Pause Refer to Exit Ticket Guidance	Unit 8 Review	Unit 8 Assessment
35-EO Y	Unit 9	Unit 9: End of Year Review and Remediation				

*Formally known as Learning Loss Activities

** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.

8th Grade Year at a Glance 2024-2025

Click each Unit Title to access the digital resources on the Unit's [Landing Page](#).

Click [HERE](#) to access the Next Step Guide: Response to Data Resources

Click [HERE](#) to view the Math Assessment Year at a Glance.

Week

0	Week 0 Resources
1	Unit 1: Rigid Transformations and Congruence
2	8.G.A.1 • 8.G.A.2 • 8.G.A.3 • 8.G.A.5
3	
4	Unit 2: Dilations, Similarity, and Introducing Slope
5	8.G.A. • 8.G.A.2 • 8.G.A.3 • 8.G.A.4 • 8.G.A.5 • 8.EE.B.6
6	
7	Unit 3: Linear Relationships (Topic A)
8	8.EE.B • 8.EE.B.5 • 8.EE.B.6 • 8.EE.C (8.EE.C.8a) • 8.G.A1
9	Interim Review – Interim 1 Testing
10	Unit 3: Linear Relationships (Topic B & C)
11	8.EE.B • 8.EE.B.5 • 8.EE.B.6 • 8.EE.C (8.EE.C.8a) • 8.G.A1
12	Unit 4: Linear Equations and Linear Systems
13	8.EE.C • 8.EE.C.7 (8.EE.C.7a, 8.EE.C.7b) • 8.EE.C.8 (8.EE.C.8a, 8.EE.C.8b, 8.EE.C.8c)
14	
15	Unit 5: Functions and Volume (Topic A-C)
16	8.F.A.1 • 8.F.A.2 • 8.F.A.3 • 8.F.B • 8.F.B.4 • 8.F.B.5 • 8.G.C • 8.G.C.9
17	
18	Interim Review- Interim 2 Testing
19	Unit 6: Associations in Data
20	8.SP.A • 8.SP.A.1 • 8.SP.A.2 • 8.SP.A.3 • 8.SP.A.4
21	
22	Unit 7: Exponents and Scientific Notation
23	8.EE.A.1 • 8.EE.A.3 • 8.EE.A.4
24	
25	
26	Interim Review- Interim 3 Testing
27 **	Unit 8: Pythagorean Theorem and Irrational Numbers (Topics A-C)
28	8.NS.A • 8.NS.A.1 • 8.NS.A.2 • 8.EE.A • 8.EE.A.2 • 8.F.B • 8.G.B • 8.G.B.6 • 8.G.B.7 • 8.G.B.8
29	
30	Unit 5: Functions and Volume (Topic D-E)
31	8.F.A.1 • 8.F.A.2 • 8.F.A.3 • 8.F.B • 8.F.B.4 • 8.F.B.5 • 8.G.C • 8.G.C.9
32	
33	Unit 8: Pythagorean Theorem and Irrational Numbers (Topics D-E)
	8.NS.A • 8.NS.A.1 • 8.NS.A.2 • 8.EE.A • 8.EE.A.2 • 8.F.B • 8.G.B • 8.G.B.6 • 8.G.B.7 • 8.G.B.8
34 - EOY	Unit 9: End of Year Review

8th Grade Weekly Instructional Planning Guide

Week						
0	Week 0 Resources Routines and Procedures – Administer Unit 1 Preassessment					
1	Unit 1	Lesson 1 Engage, Act 1 Lesson 2 Act 1, Exit Ticket	Lesson 3 Engage, Act 1 (Consider assigning #1-4 to different groups discuss than assign all #5-8)	Lesson 4 Engage, Act 2, Exit Ticket	Lesson 5 Engage, Act 1 (#1,3,4) Act 2 (#1,2,4)	Lesson 6 Engage, Act 1 Quiz A
2		Pause Refer to Exit Ticket Guidance <i>Administer Unit 2 Preassessment this week</i>	Lesson 7	Lesson 8	Lesson 9	Lesson 10 Engage, Act 1, Act 2 Quiz B
3		Lesson 11 Act 1, Act 2 Reteach B (If needed)	Lesson 12	Lesson 13 Engage, Act 1, Act 2 Quiz C	Pause Refer to Exit Ticket Guidance	Lesson 14 Engage, Lesson 1 Lesson 15 Activity 2, exit ticket
4	Unit 2	Unit 1 Review	Unit 1 Assessment	Pre-teach Day: Unit 2 Unfinished Learning Activities*	Lesson 1	Lesson 3 Activity 1 Lesson 4 Activity 1, Activity 2, Exit ticket
5		Pause Refer to Exit Ticket Guidance <i>Administer Unit 3 Preassessment this week</i>	Lesson 5	Lesson 6 Act 1, Act 3 Quiz A	Lesson 7 Engage, Act 1, Act 2 Reteach Topic A	Lesson 8
6		Lesson 9 Engage, Act 1, Act 2 Quiz B	Lesson 10	Lesson 11	Lesson 12	Unit 2 Review
7	Unit 3 Topic A	Unit 2 Assessment	Pre-teach Day: Unit 3 Unfinished Learning Activities*	Lesson 1	Lesson 2	Lesson 3
8		Lesson 4 Engage, Act 1 Quiz A	Pause Refer to Exit Ticket Guidance	Lesson 5	Lesson 6	Lesson 7
9	Review for Interim- Interim 1 Testing					
10	Unit 3 Topic B & C	Lesson 8 Act 1, Act 2 #2 Quiz B	Lesson 9	Lesson 10	Pause Refer to Exit Ticket Guidance	Lesson 11
11		Lesson 12 <i>Administer Unit 4 Preassessment this week</i>	Lesson 13 Engage, Act 1, Act 2 Optional Quiz C	Unit 3 Assessment	Pre-teach Day: Unit 4 Unfinished Learning Activities*	Lesson 2
12	Unit 4	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7

13		<u>Lesson 8</u> <i>Administer Unit 5 Preassessment this week</i>	<u>Lesson 9</u> Engage, Act 1, Act 2 Quiz A & B #1 or #2	<u>Lesson 10</u> <u>Lesson 11</u>	<u>Lesson 12</u>	Pause Refer to Exit Ticket Guidance
14		<u>Lesson 13</u>	<u>Lesson 14</u>	<u>Lesson 15</u> Engage, Act 1, Act 2 Optional Quiz C	Lesson 16 and/or Unit 4 Review	Unit 4 Assessment
15	Unit 5 Topic A-C	Pre-teach Day: Unit 5 Unfinished Learning Activities*	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	Pause Refer to Exit Ticket Guidance
16		<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Lesson 7</u> Engage, Act 1, Act 2 Quiz A & B	Pause Refer to Exit Ticket Guidance
17		<u>Lesson 8</u>	<u>Lesson 9</u>	<u>Lesson 10</u> Engage, Act 1, Act 2 Optional Quiz C	Unit 5 Topic A-C Review	Unit 5 End of Unit Assessment Topics A-C
18	Interim Review & Interim 2 Testing					
19	Unit 6	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
20		<u>Lesson 6</u> <i>Administer Unit 7 Preassessment this week</i>	Pause Refer to Exit Ticket Guidance	<u>Lesson 7</u>	<u>Lesson 8</u>	Pause Refer to Exit Ticket Guidance
21		<u>Lesson 9</u> Act 1, Act 2 Optional Quiz A & B	<u>Lesson 10</u>	Unit 6 Review	Unit 6 Assessment	Pre-Teach Day: Unit 7 Unfinished Learning Activities*
22	Unit 7	<u>Lesson 1</u>	Pause Refer to Exit Ticket Guidance	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>
23		<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Lesson 7</u>	<u>Lesson 8</u> Engage, Act 1, Act 2 Quiz A & B	Pause Refer to Exit Ticket Guidance
24		<u>Lesson 9</u> <i>Administer Unit 8 Preassessment this week</i>	<u>Lesson 12</u>	<u>Lesson 13</u>	Pause Refer to Exit Ticket Guidance	<u>Lesson 14</u>
25		<u>Lesson 15</u>	Unit 7 Review	Unit 7 Assessment	Pre-teach Day: Unit 8 Unfinished Learning Activities*	<u>Lesson 1</u> <u>Lesson 2</u>
26	Interim Review & Interim 3 Testing					
27	Unit 8	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u> Engage, Act 1 & 2 Quiz A & B	Pause Refer to Exit Ticket Guidance	<u>Lesson 6</u>
28	Topic A-C	<u>Lesson 7</u>	<u>Lesson 8</u>	<u>Lesson 9</u>	<u>Lesson 10</u>	Pause Refer to Exit Ticket Guidance
29		<u>Lesson 11</u>	Unit 8 Topic A-C Review	Topic C Quiz	Pre-teach Day: Unit 5 Unfinished Learning Activities *	<u>Lesson 11</u>
30	Unit 5	<u>Lesson 12</u>	<u>Lesson 13</u>	<u>Lesson 14</u>	Pause Refer to Exit Ticket Guidance	<u>Lesson 15</u>

31	Topic D-E	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
32		Lesson 21	Unit 5 Topics D-E Review	Unit 5 End of Unit Assessment Topics D-E or Unit 5 Topic D-E Quiz	Lesson 12	Lesson 13
33	Unit 8	Pause Refer to Exit Ticket Guidance	Lesson 14	Lesson 15	Unit 8 Review	Unit 8 Topic D&E Quiz
34-EOY	Unit 9: End of Year Review and Remediation					

** State testing typically opens between weeks 27-30. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.

*Formally known as Learning Loss Activities

Kindergarten Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to access the Next Step Guides: Response to Data Resources

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	<u>Bridges Unit 1: Numbers to Five & Ten</u>	
1	Number Corner (see link above for standards addressed) Math Stories K.CC.3, K.CC.4a, K.CC.5	Bridges K.CC.1
2		
3		
4	20 days of instruction, 5 days of Numeracy Assessment	
5	Fall Numeracy Assessment	
6	<u>Bridges Unit 2: Numbers to Ten</u>	
7	Number Corner Math Stories K.OA.1, K.OA.2	Bridges K.CC.1, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.OA.3
8		
	18 days of instruction, 5 days of Numeracy Assessment	
9	<u>Bridges Unit 3: Bikes & Bugs: Double, Add & Subtract</u>	
10		
11		
12	Numeracy Assessment Check Up 1	
13	Number Corner Math Stories K.OA.1, K.OA.2	Bridges K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.OA.1, K.OA.3
14		
	22 days of instruction, 5 days of Numeracy Assessment	
15	<u>Bridges Unit 4: Paths to Adding, Subtracting & Measuring</u>	
16	Number Corner Math Stories K.OA.1, K.OA.2	Bridges K.CC.1, K.CC.2, K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.MD.1, K.MD.2, K.MD.3
17		
	23 days of instruction, 5 days of Numeracy Assessment	
18	Winter Numeracy Assessment	
19	<u>Bridges Unit 4: Paths to Adding, Subtracting & Measuring</u>	
20	<u>Bridges Unit 5: Two-Dimensional Geometry</u>	
21	Number Corner Math Stories K.OA.1, K.OA.2, K.NBT.1	Bridges K.CC.6, K.OA.3, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6
22		
	13 days of instruction, 5 days of Numeracy Assessment	
23	<u>Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond</u>	
24	<u>Ten</u>	

13 days of instruction, 5 days of Numeracy Assessment

	Number Corner Math Stories K.OA.1, K.OA.2, K.NBT.1	Bridges K.CC.1, K.CC.3, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.3, K.NBT.1, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5
	12 days of instruction, 5 days of Numeracy Assessment	
25	Numeracy Assessment Check Up 2	
26	<u>Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten</u>	
27	<u>Bridges Unit 7: Weight & Place Value</u>	
28		
29	Number Corner Math Stories K.OA.1, K.OA.2, K.NBT.1	Bridges K.CC.1, K.CC.3, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.NBT.1, K.MD.1, K.MD.2
	17 days of instruction, 5 days of Numeracy Assessment	
30	<u>Bridges Unit 8: Computing & Measuring with Frogs & Bugs</u>	
31		
32		
33	Number Corner Math Stories K.OA.1, K.OA.2, K.OA.3, K.NBT.1	Bridges K.CC.3, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1, K.MD.1, K.MD.2
34	25 days of instruction, 5 days of Numeracy Assessment	
35	Spring Numeracy Assessment	
36 - EOY	Review and Remediation	

Kindergarten Scope and Sequence - Detailed						
Week						
0	Routines and Procedures					
1	Unit 1	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
2		M2 S1	M2 S2	M2 S3	M2 S4	M2 S5
3		M3 S1	M3 S2	Pause Day	M3 S3	M3 S4
4		M3 S5	M3 S6	M4 S1	M4 S2	M4 S3 & S4
5	Fall Numeracy Assessment					
6	Unit 2	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
7		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
8		M2 S5	M3 S1	M3 S2	M3 S3	M3 S4
9		M3 S5	M3 S6	Pause Day	Preteach Day	M1 S1
10	Unit 3	M1 S2	M1 S3	M1 S4	M1 S5	M2 S1
11		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
12		Numeracy Assessment Check Up 1				
13		M3 S2	M3 S3	M3 S4	M3 S5	M4 S1
14	Unit 4	M4 S2	Pause Day	M4 S3	M4 S4	M4 S5
15		Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
16		M1 S5	M1 S5	M2 S1	M2 S2	M2 S3
17		M2 S4	M2 S5	M3 S1	M3 S2	M3 S3

18	Winter Numeracy Assessment					
19		M3 S4	M3 S5	Pause Day	M4 S1	M4 S1
20		M4 S3	M4 S4	M4 S5	Preteach Day	M1 S1
21	Unit 5	M1 S2	M1 S3	M1 S4	M1 S5	M2 S1
22		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
23		M3 S2	Preteach Day	M3 S1	M3 S2	M3 S3
24	Unit 6	M3 S4	M3 S5	M4 S1	M4 S2	Pause Day
25		Numeracy Assessment Check Up 2				
26		M4 S3	M4 S4	M4 S5	Preteach Day	M2 S1
27	Unit 7	M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
28		M3 S2	M3 S3	M3 S4	M3 S5	M4 S1
29		Pause Day	M4 S2	M4 S3	M4 S4	M4 S5
30	Unit 8	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
31		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
32		M2 S5	M3 S1	M3 S2	M3 S3	M3 S4
33		M3 S5	M4 S1	Pause Day	M4 S2	M4 S3
34		M4 S4	M4 S5	Pause Day		
35	Spring Numeracy Assessment					
36	Optional: U6 M1 & 2, U7 M1					

1st Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to access the Next Step Guides: Response to Data Resources.

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	<u>Bridges Unit 1: Numbers All Around Us</u>	
1		
2	Number Corner (see link above for standards addressed) Math Stories 1.OA.1	Bridges 1.OA.5, 1.NBT.2b, 1.MD.2, 1.G.2
22 days of instruction, 5 days of Numeracy Assessment		
3	Fall Numeracy Assessment	
4	<u>Bridges Unit 1: Numbers All Around Us</u>	
5	Number Corner (see link above for standards addressed) Math Stories 1.OA.1	Bridges 1.OA.5, 1.NBT.2b, 1.MD.2, 1.G.2
22 days of instruction, 5 days of Numeracy Assessment		
6	<u>Bridges Unit A: Place Value</u>	
7	Number Corner Math Stories 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.NBT.2	Bridges K.CC.1, K.CC.3, K.OA.1, K.OA.2, K.OA.3, K.OA.5, K.NBT.1, K.MD.1, K.MD.2
8		
9		
17 days of instruction, 0 days of Numeracy Assessment		
10	<u>Bridges Unit 2: Developing Strategies with Dice & Dominoes</u>	
11	Number Corner Math Stories 1.OA.1	Bridges 1.OA.5, 1.OA.6, 1.NBT.2b, 1.MD.4
17 days of instruction, 5 days of Numeracy Assessment		
12	Numeracy Assessment Check Up 1	
	<u>Bridges Unit 2: Developing Strategies with Dice & Dominoes</u>	
13	Number Corner Math Stories 1.OA.1	Bridges 1.OA.5, 1.OA.6, 1.NBT.2b, 1.MD.4
17 days of instruction, 5 days of Numeracy Assessment		
14	<u>Bridges Unit 3: Adding, Subtracting, Counting & Comparing</u>	
15	Number Corner Math Stories 1.OA.1, 1.OA.6	Bridges 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.MD.4
16		
17		
23 days of instruction, 5 days of Numeracy Assessment		
18	Winter Numeracy Assessment	

19		
20	<u>Bridges Unit 4: Leapfrogs on the Number Line</u>	
21	Number Corner	Bridges
22	Math Stories 1.OA.1, 1.OA.6	1.NBT.1, 1.NBT.3, 1.NBT.4
18 days of instruction, 5 days of Numeracy Assessment		
23	<u>Bridges Unit 5: Geometry</u>	
24	Number Corner	Bridges
	Math Stories 1.OA.1, 1.OA.6	1.MD.4, 1.G.1, 1.G.2, 1.G.3
12 days of instruction, 5 days of Numeracy Assessment		
25	Numeracy Assessment Check Up 2	
26	<u>Bridges Unit 5: Geometry</u>	
	Number Corner	Bridges
	Math Stories 1.OA.1, 1.OA.6	1.MD.4, 1.G.1, 1.G.2, 1.G.3
12 days of instruction, 5 days of Numeracy Assessment		
27	<u>Bridges Unit 6: Figure the Facts with Penguins</u>	
28	Number Corner	Bridges
29	Math Stories 1.OA.1, 1.OA.6	1.OA.1, 1.OA.2, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.MD.1
30	19 days of instruction, 0 days of Numeracy Assessment	
31	<u>Bridges Unit 7: One Hundred & Beyond</u>	
32	Number Corner	Bridges
33	Math Stories 1.OA.1, 1.OA.6	1.OA.2, 1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6
34	22 days of instruction, 5 days of Numeracy Assessment	
35	Spring Numeracy Assessment	
36 - EOY	Review and Remediation (<u>Optional Unit 8</u>)	

1st Grade Scope and Sequence - Detailed						
Week						
0	Routines and Procedures					
1	Unit 1	M1 S1	M1 S1	M1 S2	M1 S3	M1 S4
2		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
3	Fall Numeracy Assessment					
4	Unit 1	M2 S5	M3 S1	M3 S2	Pause Day	M3 S3
5		M3 S4	M3 S5	M4 S1	M4 S2	M4 S3
6		M4 S4	M4 S5	MA 1 S1	MA 1 S2	MA 1 S3
7	Unit A	MA 1 S4	MA 1 S5	MA 2 S1	MA 2 S2	MA 2 S3
8		MA 2 S4	MA 2 S5	MA 3 S1	Pause Day	MA 3 S2

9		MA 3 S3	MA 3 S4	MA 3 S5	UA assessment	Preteach Day
10	Unit 2	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
11		M2 S1	M2 S2	M2 S3	M2 S4	M2 S5
12		Numeracy Assessment Check Up 1				
13		M3 S1	M3 S2	Pause Day	M3 S3	M3 S4
14		M3 S5	Preteach Day	M1 S1	M1 S2	M1 S3
15	Unit 3	M1 S4	M1 S5	M2 S1	M2 S2	M2 S3
16		M2 S4	M2 S5	M3 S1	Pause Day	M3 S2
17		M3 S3	M3 S4	M3 S5	M4 S1	M4 S2
18	Winter Numeracy Assessment					
19		M4 S3	M4 S4	M4 S4	M4 S5	Preteach Day
20	Unit 4	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
21		M2 S1	M2 S2	M2 S3	M2 S4	M2 S5
22		M2 S5	M3 S1	Pause Day	M3 S2	M3 S3
23		M3 S4	M3 S5	Preteach Day	M1 S1	M1 S2
24	Unit 5	M1 S3	M1 S4	M1 S5	M3 S1	M3 S2
25		Numeracy Assessment Check Up 2				
26		M3 S3	M3 S4	M3 S5	M3 S6&7	Preteach Day
27	Unit 6	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
28		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
29		M2 S5	M2 S5	M3 S1	M3 S2	Pause Day
30		M3 S3	M3 S4	M3 S5	Preteach Day	M1 S1
31	Unit 7	M1 S2	M1 S3	M1 S4	M1 S5	M2 S1
32		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
33		M3 S2	Pause Day	M3 S3	M3 S4	M3 S5
34		M4 S1	M4 S2	M4 S3	M4 S4	M4 S5
35	Spring Numeracy Assessment					
36	Optional: Bridges Unit 8					

2nd Grade Year at a Glance

- Click each Unit Title to access the Unit Planning Guide.
- Click [HERE](#) to access the Math Assessment Year at a Glance.
- Click [HERE](#) to access the Next Step Guides: Response to Data Resources

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week

0	Bridges Unit 1: Figure the Facts	
1	Number Corner (see link above for standards addressed)	Bridges
2	Math Stories 2.NBT.1	2.OA.1, 2.OA.2, 2.OA.3, 2.MD.10
3	Fall Numeracy Assessment	
4	Bridges Unit 1: Figure the Facts	
5	Number Corner (same as above)	Bridges (same as above)
6	20 days of instruction, 5 days of Numeracy Assessment	
7	Bridges Unit A: One Hundred & Beyond	
8	Number Corner	Bridges
9	Math Stories 2.OA.1, 2.OA.2	1.OA.6, 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.1 (a-c), 1.NBT.4, 1.NBT.6
10	20 days of instruction, 5 days of Numeracy Assessment	
11	Bridges Unit 2: Place Value & Measurement with Jack's Beanstalks	
12	Number Corner	Bridges
13	Math Stories 2.OA.1, 2.NBT.7	2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 1.MD.2, 2.MN.4, 2.MD.6
14	18 days of instruction, 2 days of Numeracy Assessment	
15	Bridges Unit 3: Addition & Subtraction within 100	
16	Number Corner	Bridges
17	Math Stories 2.OA.1	2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.6
18	20 days of instruction, 5 days of Numeracy Assessment	
19	Winter Numeracy Assessment	
20	Bridges Unit 4: Measurement	
21	Number Corner	Bridges
22	Math Stories 2.OA.1, 2.NBT.7	2.OA.1, 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5
23	17 days of instruction, 0 days of Numeracy Assessment	
24	Bridges Unit 5: Place Value to 1,000	
25	Number Corner	Bridges
26	Math Stories 2.OA.1	2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.MD.6, 2.MD.8
27	20 days of instruction, 3 days of Numeracy Assessment	
	Bridges Unit 6: Geometry	

28	Number Corner Math Stories 2.OA.1	Bridges 2.OA.4, 2.G.1, 2.G.2, 2.G.3
29		
30	15 days of instruction, 0 days of Numeracy Assessment	
31	<u>Bridges Unit 7: Measurement, Fractions & Multi-Digit Computation with Hungry Ants</u>	
32	Number Corner Math Stories 2.OA.1, 2.MD.7	Bridges 2.OA.1, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5
33		
34	25 days of instruction, 5 days of Numeracy Assessment	
35	Spring Numeracy Assessment	
36 - EOY	Review and Remediation (<u>Optional Unit 8</u>)	

2nd Grade Scope and Sequence - Detailed						
Week						
0	Routines and Procedures – Unit 1 Module 1 (Creating a community)					
1	Unit 1	M1 S1	M1 S1 & S2	G1 U4 M1 S4	G1 WP 4C	U1 M2 S1
2		M2 S2	M2 S3	M2 S4	M2 S5	M3 S1
3	Fall Numeracy Assessment					
4	Unit 1	M3 S2	Pause Day	M3 S3	M3 S4	M3 S5
5		M4 S1	M4 S2	M4 S3	M4 S4	M4 S5
6	Unit A	MA1 S1	MA1 S2	MA1 S3	MA1 S4	MA1 S5
7		MA2 S1	MA2 S2	MA2 S3	MA2 S4	MA2 S5
8		MA3 S1	MA3 S2	Pause Day	MA3 S3	MA3 S4
9		MA3 S5	MA4 S1	MA4 S2	MA4 S3	Pre-teach Day
10	Unit 2	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5
11		M1 S6	M2 S1	M2 S2	M2 S3	Pause Day
12		M2 S4	M3 S1	M3 S2	Numeracy Assessment Check Up 1	
13		M3 S3	M3 S4	M3 S5	M3 S6	M3 S7
14	Unit 3	Preteach Day	M1 S2	M1 S3	M1 S4	M1 S5
15		M2 S1	M2 S2	M2 S2	M2 S3	M2 S3
16		M2 S4	M2 S5	M3 S1	M3 S2	Pause Day
17		M3 S3	M3 S4	M3 S5	M3 S6	M3 S7
18	Winter Numeracy Assessment					
19	Unit 4	Preteach Day	M1 S1	M1 S2	M1 S3	M1 S4
20		M1 S5	M2 S1	M2 S2	M2 S2	M2 S3
21		M2 S3	M2 S4	M2 S5	M3 S1	M3 S2
22		Pause Day	M3 S6	Preteach Day	M1 S1	M1 S2
23	Unit 5	M1 S3	M1 S3	M1 S4	M1 S5	M2 S1
24		M2 S2	Pause Day	M2 S3	M2 S4	M2 S5
25		M2 S6	M3 S1	Numeracy Assessment Check Up 2		
26		M3 S2	M3 S3	M3 S4	M3 S4	M3 S5
27	Unit 6	M1 S1	M1 S2	M1 S3	M1 S4	M1 S5

28		M2 S1	M2 S2	M2 S3	M2 S4	M2 S5
29		M4 S1	M4 S2	M4 S3	M4 S4	M3 S6
30	Unit 7	<i>Preteach Day</i>	M1 S1	M1 S2	M1 S3	M1 S4
31		M1 S5	M2 S1	M2 S2	M2 S3	M2 S4
32		M2 S5	M3 S1	M3 S2	<i>Pause Day</i>	M3 S3
33		M3 S3	M3 S4	M3 S5	M4 S1	M4 S2
34		M4 S3	M4 S4	M4 S5	<i>Measurement & Data Checkpoint</i>	<i>Pause Day</i>
35	Spring Numeracy Assessment					
36	Optional: Unit 8 Bridges					

You must be signed in to your NHA Google Account to access the links below.

3rd Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[3-8 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Consider how your choices make others feel

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
 - [Additional Wisdom Hero Lesson Plan](#)
- [Wisdom Choice Board](#)

October

Respect: Treat others the way you want to be treated

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
- [Respect Choice Board](#)

November

Gratitude: Tell others how you feel when they do something nice for you

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
- [Gratitude Choice Board](#)

December

Self-control: Calmly handle frustration or disappointment

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Do what it takes to reach your goal

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
- [Perseverance Choice Board](#)

February

Courage: Trust you have the strength to face hard things

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
- [Courage Choice Board](#)

March

Encouragement: Help others keep going when they feel like giving up

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
- [Encouragement Choice Board](#)

April

Compassion: Willingly care for others when they need help

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
- [Compassion Choice Board](#)

May

Integrity: Be dependable

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans - Eli's Lie-o-Meter](#)
 - [Integrity Week 2 Lesson Plans - Lying Up a Storm](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
 - [Additional Integrity Hero Lesson Plan](#)
- [Integrity Choice Board](#)

You must be signed in to your NHA Google Account to access the links below.

4th Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[3-8 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Ask for help making good choices when you feel unsure

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans - Thomas Edison](#)
 - [Wisdom Week 3 Lesson Plans - Stephen Hawking](#)
 - [Wisdom Week 4 Lesson Plans](#)
 - [Additional Wisdom Hero Lesson Plan](#)
- [Wisdom Choice Board](#)

October

Respect: Treat others fairly without discrimination

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
- [Respect Choice Board](#)

November

Gratitude: Take time every day to think of good things

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
 - [Additional Gratitude Hero Lesson Plan](#)
- [Gratitude Choice Board](#)

December

Self-control: Put responsibility first, even when you're tempted not to

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Stick to your goal, even if it is hard or others discourage you

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
 - [Additional Perseverance Hero Lesson Plan](#)
- [Perseverance Choice Board](#)

February

Courage: Have the confidence to be yourself

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
- [Courage Choice Board](#)

March

Encouragement: Express confidence in others when they doubt themselves

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
- [Encouragement Choice Board](#)

April

Compassion: Help others as soon as you notice they need help

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
 - [Additional Compassion Hero Lesson Plan](#)
- [Compassion Choice Board](#)

May

Integrity: Do what needs to be done without being asked

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
- [Integrity Choice Board](#)

You must be signed in to your NHA Google Account to access the links below.

5th Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[3-8 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Take the time to think through the outcome of your choices

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
 - [Additional Wisdom Hero Lesson Plan](#)
- [Wisdom Choice Board](#)

October

Respect: Choose your actions carefully; show consideration to others

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
 - [Additional Respect Hero Lesson Plan](#)
- [Respect Choice Board](#)

November

Gratitude: Personally acknowledge others who are kind to you

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
 - [Additional Gratitude Hero Lesson Plan](#)
- [Gratitude Choice Board](#)

December

Self-control: Control emotional reactions when you get upset

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Work hard to reach your goals; focus on one step at a time

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans - Exquisite - Gwendolyn Brooks](#)
 - [Perseverance Week 2 Lesson Plans - Powerful Stories of Perseverance in Sports](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans - Fauja Sing Keeps Going](#)
 - [Perseverance Week 4 Lesson Plans - Not Yet](#)
 - [Additional Perseverance Hero Lesson Plan](#)
- [Perseverance Choice Board](#)

February

Courage: Trust in your beliefs, even if others agree

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
 - [Additional Courage Hero Lesson Plan](#)
- [Courage Choice Board](#)

March

Encouragement: Be there for others when they need motivation

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
 - [Additional Encouragement Hero Lesson Plan](#)
- [Encouragement Choice Board](#)

April

Compassion: Put yourself in others' shoes to understand how they feel and how you can help

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
 - [Additional Compassion Hero Lesson Plan](#)
- [Compassion Choice Board](#)

May

Integrity: Do what is expected of you, even when pressured not to

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
 - [Additional Integrity Hero Lesson Plan](#)
- [Integrity Choice Board](#)

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6th Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[3-8 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Learn from mistakes to avoid repeating them

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
- [Wisdom Choice Board](#)

October

Respect: Find value in our differences; accept them without judgment

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
- [Respect Choice Board](#)

November

Gratitude: Talk about what you are grateful for; avoid complaining

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
- [Gratitude Choice Board](#)

December

Self-control: Take the time to choose an appropriate emotional response

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Resist discouragement; celebrate small victories and track progress

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
- [Perseverance Choice Board](#)

February

Courage: Voice your opinions and beliefs, despite fear or disapproval from others

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
- [Courage Choice Board](#)

March

Encouragement: Build confidence in others with uplifting words and actions

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
 - [Additional Encouragement Hero Lesson Plan](#)
- [Encouragement Choice Board](#)

April

Compassion: Respond with care and concern to the needs and feelings of others

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
- [Compassion Choice Board](#)

May

Integrity: Accept responsibility for your actions

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
- [Integrity Choice Board](#)

You must be signed in to your NHA Google Account to access the links below.

7th Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[3-8 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Use previous experience to gain insight and inform future decisions

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
- [Wisdom Choice Board](#)

October

Respect: Seek to understand, then be understood

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
- [Respect Choice Board](#)

November

Gratitude: Make a habit of paying attention to good things in your life

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
 - [Additional Gratitude Hero Lesson Plan](#)
- [Gratitude Choice Board](#)

December

Self-control: Resist the temptation of working for immediate rewards;
work hard to earn recognition

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Maintain steady progress by anticipating and planning for setbacks

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
- [Perseverance Choice Board](#)

February

Courage: Stand up for yourself and others; put your beliefs into action

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
- [Courage Choice Board](#)

March

Encouragement: Help others to find the strength to look ahead and move forward

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
- [Encouragement Choice Board](#)

April

Compassion: Help and support others in a way that feels helpful to them

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
- [Compassion Choice Board](#)

May

Integrity: Be accountable for your actions

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
- [Integrity Choice Board](#)

You must be signed in to your NHA Google Account to access the links below.

8th Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[3-8 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Examine everything you encounter; discern what is right

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
- [Wisdom Choice Board](#)

October

Respect: Intentionally convey positive regard for others through your words and actions

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
- [Respect Choice Board](#)

November

Gratitude: Choose to appreciate every good thing and acknowledge those who help you

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
 - [Additional Gratitude Hero Lesson Plan](#)
- [Gratitude Choice Board](#)

December

Self-control: Work hard to apply and develop your best abilities because you take pride in your work, not to earn a reward

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Withstand discouragement and setbacks; see them as opportunities to learn

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
 - [Additional Perseverance Hero Lesson Plan](#)
- [Perseverance Choice Board](#)

February

Courage: Defend and uphold your beliefs and values in the face of popular position

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
- [Courage Choice Board](#)

March

Encouragement: Act in a way that motivates others to find hope, determination, or confidence

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
 - [Additional Encouragement Hero Lesson Plan](#)
- [Encouragement Choice Board](#)

April

Compassion: Look beyond yourself to care for, comfort, and empower those in need

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
- [Compassion Choice Board](#)

May

Integrity: Choose to be honorable in all that you say and do

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
- [Integrity Choice Board](#)

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Kindergarten Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[K-2 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

[WEEK 0 Lesson Plans](#)

September

Wisdom: Make good choices

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
 - [Additional Wisdom Hero Lesson Plan](#)
- [Wisdom Choice Board](#)

October

Respect: Use good manners

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
 - [Additional Respect Hero Lesson Plan](#)
- [Respect Choice Board](#)

November

Gratitude: Say thank you

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
 - [Additional Gratitude Hero Lesson Plan](#)
- [Gratitude Choice Board](#)

December

Self-control: Keep your hands and feet to yourself

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Try, try, try again

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans - Unstoppable Me](#)
 - [Perseverance Week 3 Lesson Plans - The Magical Yet](#)
 - [Perseverance Week 4 Lesson Plans](#)
 - [Additional Perseverance Hero Lesson Plan](#)
- [Perseverance Choice Board](#)

February

Courage: Believe you can do hard things

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
- [Courage Choice Board](#)

March

Encouragement: Cheer for friends to help them try

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
- [Encouragement Choice Board](#)

April

Compassion: Look for little ways to help others every day

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
 - [Additional Compassion Hero Lesson Plan](#)
- [Compassion Choice Board](#)

May

Integrity: Tell the truth and follow the rules

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
 - [Additional Integrity Hero Lesson Plan](#)
- [Integrity Choice Board](#)

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1st Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[K-2 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

Week 0 Lesson Plans

September

Wisdom: Understand the difference between right and wrong

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
- [Wisdom Choice Board](#)

October

Respect: Treat people and things around you with care

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
 - [Additional Respect Hero Lesson Plan](#)
- [Respect Choice Board](#)

November

Gratitude: Notice when someone is nice to you

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
 - [Additional Gratitude Hero Lesson Plan](#)
- [Gratitude Choice Board](#)

December

Self-control: Wait calmly and quietly for your turn

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
 - [Additional Self-control Hero Lesson Plan](#)
- [Self-control Choice Board](#)

January

Perseverance: Never give up

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
- [Perseverance Choice Board](#)

February

Courage: When you feel afraid, tell yourself you can do it

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
 - [Additional Courage Hero Lesson Plan](#)
- [Courage Choice Board](#)

March

Encouragement: Tell others they can do hard things

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans](#)
 - [Encouragement Week 4 Lesson Plans](#)
 - [Additional Encouragement Hero Lesson Plan](#)
- [Encouragement Choice Board](#)

April

Compassion: Be a friend when others feel sad or need help

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
- [Compassion Choice Board](#)

May

Integrity: Do the right thing, even when no one is looking

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
- [Integrity Choice Board](#)

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2nd Grade Moral Focus Year at-a-Glance

[Book List](#) [Virtue Definitions](#) Virtue Definition Posters - [B&W](#) or [Color](#)
[K-2 Goal Checks](#) [Moral Focus Contest Packets](#) - Deadline January 27th!
[Virtual Instruction Resources for PrepNet Virtual \(PVA\)](#)

WEEK 0 Lessons

September

Wisdom: Think about what is right all the time

- [Wisdom Virtue Progression](#)
- [Wisdom Monthly Overview](#)
 - [Wisdom Week 1 Lesson Plans](#)
 - [Wisdom Week 2 Lesson Plans](#)
 - [Wisdom Week 3 Lesson Plans](#)
 - [Wisdom Week 4 Lesson Plans](#)
 - [Additional Wisdom Hero Lesson Plan](#)
- [Wisdom Choice Board](#)

October

Respect: Listen to others and speak with care

- [Respect Virtue Progression](#)
- [Respect Monthly Overview](#)
 - [Respect Week 1 Lesson Plans](#)
 - [Respect Week 2 Lesson Plans](#)
 - [Respect Week 3 Lesson Plans](#)
 - [Respect Week 4 Lesson Plans](#)
- [Respect Choice Board](#)

November

Gratitude: Give tanks for good things happening around you

- [Gratitude Virtue Progression](#)
- [Gratitude Monthly Overview](#)
 - [Gratitude Week 1 Lesson Plans](#)
 - [Gratitude Week 2 Lesson Plans](#)
 - [Gratitude Week 3 Lesson Plans](#)
 - [Gratitude Week 4 Lesson Plans](#)
- [Gratitude Choice Board](#)

December

Self-control: Stop and take a breath before acting

- [Self-control Virtue Progression](#)
- [Self-control Monthly Overview](#)
 - [Self-control Week 1 Lesson Plans](#)
 - [Self-control Week 2 Lesson Plans](#)
 - [Self-control Week 3 Lesson Plans](#)
 - [Self-control Week 4 Lesson Plans](#)
- [Self-control Choice Board](#)

January

Perseverance: Finish what you start

- [Perseverance Virtue Progression](#)
- [Perseverance Monthly Overview](#)
 - [Perseverance Week 1 Lesson Plans](#)
 - [Perseverance Week 2 Lesson Plans](#)
 - [Perseverance Week 3 Lesson Plans](#)
 - [Perseverance Week 4 Lesson Plans](#)
- [Perseverance Choice Board](#)

February

Courage: Try even if you feel afraid

- [Courage Virtue Progression](#)
- [Courage Monthly Overview](#)
 - [Courage Week 1 Lesson Plans](#)
 - [Courage Week 2 Lesson Plans](#)
 - [Courage Week 3 Lesson Plans](#)
 - [Courage Week 4 Lesson Plans](#)
 - [Additional Courage Hero Lesson Plan](#)
- [Courage Choice Board](#)

March

Encouragement: Stay with friends when they try new things

- [Encouragement Virtue Progression](#)
- [Encouragement Monthly Overview](#)
 - [Encouragement Week 1 Lesson Plans](#)
 - [Encouragement Week 2 Lesson Plans](#)
 - [Encouragement Week 3 Lesson Plans - A Girl Named Helen Keller](#)
 - [Encouragement Week 3 Lesson Plans - I Am Helen Keller](#)
 - [Encouragement Week 4 Lesson Plans](#)
 - [Additional Encouragement Hero Lesson Plan](#)
- [Encouragement Choice Board](#)

April

Compassion: Do nice things to help others feel better

- [Compassion Virtue Progression](#)
- [Compassion Monthly Overview](#)
 - [Compassion Week 1 Lesson Plans](#)
 - [Compassion Week 2 Lesson Plans](#)
 - [Compassion Week 3 Lesson Plans](#)
 - [Compassion Week 4 Lesson Plans](#)
- [Compassion Choice Board](#)

May

Integrity: Do what is right, even when it is hard

- [Integrity Virtue Progression](#)
- [Integrity Monthly Overview](#)
 - [Integrity Week 1 Lesson Plans](#)
 - [Integrity Week 2 Lesson Plans](#)
 - [Integrity Week 3 Lesson Plans](#)
 - [Integrity Week 4 Lesson Plans](#)
 - [Additional Integrity Hero Lesson Plan](#)
- [Integrity Choice Board](#)

MI Kindergarten - Science & Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Science Resources	Science Standard Language Science Unit Preparation Guide Resource and Materials Lists Vocabulary Games Replenishment Materials List (Year 2+) K-2 Picture Perfect ClassPacks and Book Collections	
Social Studies Resources	Social Studies Standard Language InquirED Onboarding Support Inquiry Journeys and Google Classroom Inquiry Based Teaching Practices Virtual QFT Jamboard Inquiry Journeys Lesson Prep Guide Virtual Inquiry Challenge Statement Jamboard Processing Tools MI Kindergarten Crosswalk Unit Unpacking Guide MI Standard Locations in Inquiry Journeys Read Aloud Book List	
Content Area	Weeks ¹	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i> <i>For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.</i>	3-8	Unit 1: Navigating School - How can we make school a great place for everyone?
		<ul style="list-style-type: none"> Module 1: Launch (2 days) <ul style="list-style-type: none"> Standards: P2.1, P2.2, K - G2.0.1
		<ul style="list-style-type: none"> Module 2: What does it mean to navigate school? (3 days) <ul style="list-style-type: none"> Standards: K - G2.0.1, K - C1.0.1
		<ul style="list-style-type: none"> Module 3: Who is here to help me? (4 days) <ul style="list-style-type: none"> Standards: P1.1, P2.2, K - P3.3.1
		<ul style="list-style-type: none"> Module 4: How can I help others? (3 days) <ul style="list-style-type: none"> Standards: K - C1.0.1, K - C2.0.2, K - C5.0.1, K - P3.3.1
		<ul style="list-style-type: none"> Module 5: How can I be a problem solver? (4 days) <ul style="list-style-type: none"> Standards: P1.1, P3.4, K - C2.0.3
		<ul style="list-style-type: none"> Module 6: Take informed action (11 days) <ul style="list-style-type: none"> Standards: K - P4.2.1, K - P4.2.2

¹ Based on 45-minutes of daily instruction.

Science	9-10	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> • Standard: K.ETS1.1 • Unit 1 Student Pages
Science	11-14	Unit 2 Plan: Weather and Climate <ul style="list-style-type: none"> • Standards: K.ESS2.1, K.ESS3.2, K.PS3.1, K.PS3.2, K.ETS1.2 • Unit 2 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	15-20	Unit 2: My Team and Self - How can we unite to build a powerful class community?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2
		<ul style="list-style-type: none"> • Module 2: Who am I? (3 days) <ul style="list-style-type: none"> ◦ Standards: P1.1, P1.4
		<ul style="list-style-type: none"> • Module 3: What powers do I have that contribute to my learning and my classroom community? (3 days) <ul style="list-style-type: none"> ◦ Standard: P4.3
		<ul style="list-style-type: none"> • Module 4: How do our differences make our class community powerful? (5 days) <ul style="list-style-type: none"> ◦ Standards: P1.1, P1.2, P2.1, P2.4
		<ul style="list-style-type: none"> • Module 5: How does working together make us a powerful class team? (4 days) <ul style="list-style-type: none"> ◦ Standards: P3.3, K - P3.1.1, K - P4.2.1, K - P4.2.2
		<ul style="list-style-type: none"> • Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ◦ Standards: K - P4.2.1, K - P4.2.2
Science	21-24	Unit 3 Plan: Force and Interactions <ul style="list-style-type: none"> • Standards: K.PS2.1, K.PS2.2, K.ETS1.3 • Unit 3 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	25-30	Unit 3: Past, Present, and Future - How can we use wisdom from the past to build a better future?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, K - H2.0.1, K - H2.0.2
		<ul style="list-style-type: none"> • Module 2: How is time a part of every story? (3 days) <ul style="list-style-type: none"> ◦ Standards: P2.4, P2.5, K - H2.0.1, K - H2.0.3
		<ul style="list-style-type: none"> • Module 3: How can we make sense of time passing? (4 days)

		<ul style="list-style-type: none"> ○ Standards: P1.1, P2.4, K - H2.0.1
		<ul style="list-style-type: none"> ● Module 4: How can we share what happens over time with others? (4 days) <ul style="list-style-type: none"> ○ Standards: P1.3, K - H2.0.2
		<ul style="list-style-type: none"> ● Module 5: How can we learn from our own and others' experiences over time to impact our future? (5 days) <ul style="list-style-type: none"> ○ Standards: P1.1, K - H2.0.1, K - H2.0.3, K - P4.2.1, K - P4.2.2
		<ul style="list-style-type: none"> ● Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ○ Standards: K - P4.2.1, K - P4.2.2
Science	31-35	<p>Unit 4 Plan: Ecosystem</p> <ul style="list-style-type: none"> ● Standards: K.LS1.1, K.ESS3.1, K.ESS2.2, K.ESS3.3 ● Unit 4 Student Pages

MI Kindergarten - Science & Social Studies Year at-a-Glance

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Social Studies Resources	Social Studies Standard Language InquirED Onboarding Support Inquiry Journeys and Google Classroom Inquiry Based Teaching Practices Virtual QFT Jamboard Inquiry Journeys Lesson Prep Guide Virtual Inquiry Challenge Statement Jamboard Processing Tools MI Kindergarten Crosswalk Unit Unpacking Guide MI Standard Locations in Inquiry Journeys Read Aloud Book List	
Content Area	Weeks ¹	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i> <i>For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.</i>	3-8	Unit 1: Navigating School - How can we make school a great place for everyone?
		<ul style="list-style-type: none"> Module 1: Launch (2 days) <ul style="list-style-type: none"> Standards: P2.1, P2.2, K - G2.0.1
		<ul style="list-style-type: none"> Module 2: What does it mean to navigate school? (3 days) <ul style="list-style-type: none"> Standards: K - G2.0.1, K - C1.0.1
		<ul style="list-style-type: none"> Module 3: Who is here to help me? (4 days) <ul style="list-style-type: none"> Standards: P1.1, P2.2, K - P3.3.1
		<ul style="list-style-type: none"> Module 4: How can I help others? (3 days) <ul style="list-style-type: none"> Standards: K - C1.0.1, K - C2.0.2, K - C5.0.1, K - P3.3.1
		<ul style="list-style-type: none"> Module 5: How can I be a problem solver? (4 days) <ul style="list-style-type: none"> Standards: P1.1, P3.4, K - C2.0.3
		<ul style="list-style-type: none"> Module 6: Take informed action (11 days) <ul style="list-style-type: none"> Standards: K - P4.2.1, K - P4.2.2

¹ Based on 45-minutes of daily instruction.

Science	9-10	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> • Standard: K.ETS1.1 • Unit 1 Student Pages
Science	11-14	Unit 2 Plan: Weather and Climate <ul style="list-style-type: none"> • Standards: K.ESS2.1, K.ESS3.2, K.PS3.1, K.PS3.2, K.ETS1.2 • Unit 2 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	15-20	Unit 2: My Team and Self - How can we unite to build a powerful class community?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2
		<ul style="list-style-type: none"> • Module 2: Who am I? (3 days) <ul style="list-style-type: none"> ◦ Standards: P1.1, P1.4
		<ul style="list-style-type: none"> • Module 3: What powers do I have that contribute to my learning and my classroom community? (3 days) <ul style="list-style-type: none"> ◦ Standard: P4.3
		<ul style="list-style-type: none"> • Module 4: How do our differences make our class community powerful? (5 days) <ul style="list-style-type: none"> ◦ Standards: P1.1, P1.2, P2.1, P2.4
		<ul style="list-style-type: none"> • Module 5: How does working together make us a powerful class team? (4 days) <ul style="list-style-type: none"> ◦ Standards: P3.3, K - P3.1.1, K - P4.2.1, K - P4.2.2
Science	21-24	Unit 3 Plan: Force and Interactions <ul style="list-style-type: none"> • Standards: K.PS2.1, K.PS2.2, K.ETS1.3 • Unit 3 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	25-30	Unit 3: Past, Present, and Future - How can we use wisdom from the past to build a better future?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, K - H2.0.1, K - H2.0.2
		<ul style="list-style-type: none"> • Module 2: How is time a part of every story? (3 days) <ul style="list-style-type: none"> ◦ Standards: P2.4, P2.5, K - H2.0.1, K - H2.0.3 • Module 3: How can we make sense of time passing? (4 days)

		<ul style="list-style-type: none"> ○ Standards: P1.1, P2.4, K - H2.0.1
		<ul style="list-style-type: none"> ● Module 4: How can we share what happens over time with others? (4 days) <ul style="list-style-type: none"> ○ Standards: P1.3, K - H2.0.2
		<ul style="list-style-type: none"> ● Module 5: How can we learn from our own and others' experiences over time to impact our future? (5 days) <ul style="list-style-type: none"> ○ Standards: P1.1, K - H2.0.1, K - H2.0.3, K - P4.2.1, K - P4.2.2
		<ul style="list-style-type: none"> ● Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ○ Standards: K - P4.2.1, K - P4.2.2
Science	31-35	<p>Unit 4 Plan: Ecosystem</p> <ul style="list-style-type: none"> ● Standards: K.LS1.1, K.ESS3.1, K.ESS2.2, K.ESS3.3 ● Unit 4 Student Pages

MI 1st Grade - Science & Social Studies Year at-a-Glance

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Content Area	Weeks ¹	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i> <i>For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.</i>	3-8	Unit 1: Families Near and Far - How can we bring families together to form a stronger community?
		<ul style="list-style-type: none"> Module 1: Launch (2 days) <ul style="list-style-type: none"> Standards: P1.4, P2.1, P2.2
		<ul style="list-style-type: none"> Module 2: How are families similar and different? (3 days) <ul style="list-style-type: none"> Standards: P1.1, 1 - H2.0.2, 1 - G4.0.1
		<ul style="list-style-type: none"> Module 3: Why are traditions important? (4 days) <ul style="list-style-type: none"> Standards: P1.1, P1.3, 1 - H2.0.1, 1 - H2.0.2, 1 - H2.0.3, 1 - H2.0.5, 1 - G4.0.1
		<ul style="list-style-type: none"> Module 4: How can family members take care of one another? (4 days) <ul style="list-style-type: none"> Standards: 1 - G5.0.1, 1 - C5.0.1, 1 - E1.0.2, 1 - E1.0.3
		<ul style="list-style-type: none"> Module 5: How does our diversity strengthen our community? (4 days) <ul style="list-style-type: none"> Standards: P1.1, 1 - C2.0.1, 1 - C5.0.2, 1 - P3.1.1, 1 - P3.1.3, 1 - P4.2.1, 1 - P4.2.2
		<ul style="list-style-type: none"> Module 6: Take informed action (11 days) <ul style="list-style-type: none"> Standards: P1.4, P2.4, 1 - P4.2.1, 1 - P4.2.2

¹ Based on 45-minutes of daily instruction.

Science	9-10	<p>Unit 1 Plan: Engineering Design</p> <ul style="list-style-type: none"> • Standards: 1.ETS1.1, 1.ETS1.2 • Unit 1 Student Pages
Science	11-14	<p>Unit 2 Plan: Sound and Light</p> <ul style="list-style-type: none"> • Standards: 1.PS4.1, 1.PS4.2, 1.PS4.3, 1.PS4.4, 1.ETS1.3 • Unit 2 Student Pages
<p>Social Studies</p> <p><i>All modules occur within inquirED, which can be accessed through Clever.</i></p>	15-20	<p>Unit 2: Our Special Location - How can we help others appreciate our special location?</p>
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, P2.4
		<ul style="list-style-type: none"> • Module 2: How can we show others where we are? (3 days) <ul style="list-style-type: none"> ◦ Standards: 1 - G1.0.1, 1 - G1.0.2, 1 - G1.0.3, 1 - G2.0.2
		<ul style="list-style-type: none"> • Module 3: How does the environment shape life here? (4 days) <ul style="list-style-type: none"> ◦ Standards: 1 - G2.0.1, 1 - G5.0.1, 1 - G5.0.2
		<ul style="list-style-type: none"> • Module 4: How does our community meet our needs and wants? (4 days) <ul style="list-style-type: none"> ◦ Standards: 1 - E1.0.1, 1 - E1.0.2, 1 - E1.0.4, 1 - E1.0.5, 1 - E1.0.6
		<ul style="list-style-type: none"> • Module 5: How do people make our community special? (4 days) <ul style="list-style-type: none"> ◦ Standards: 1 - C2.0.2, 1 - C5.0.2, 1 - P4.2.1
		<ul style="list-style-type: none"> • Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ◦ Standards: 1 - P4.2.1, 1 - P4.2.2
Science	21-25	<p>Unit 3 Plan: Space Systems</p> <ul style="list-style-type: none"> • Standards: 1.ESS1.1, 1.ESS1.2 • Unit 3 Student Pages
<p>Social Studies</p> <p><i>All modules occur within inquirED, which can be accessed through Clever.</i></p>	26-31	<p>Unit 3: Civic Engagement - How can we work together for the good of the community?</p>
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, 1 - C5.0.1, 1 - C5.0.2
		<ul style="list-style-type: none"> • Module 2: How do rights and responsibilities shape our roles in a community? (4 days) <ul style="list-style-type: none"> ◦ Standards: P2.4, 1 - C1.0.1, 1 - C1.0.2, 1 - C5.0.1, 1 - C5.0.2 • Module 3: How do citizens in a community make informed choices? (3 days)

		<ul style="list-style-type: none"> ○ Standards: P1.4, P3.3
		<ul style="list-style-type: none"> ● Module 4: How can people stand up for fairness? (4 days) <ul style="list-style-type: none"> ○ Standards: P1.2, P3.4, 1 - H2.0.4
		<ul style="list-style-type: none"> ● Module 5: How do people work for change in their communities? (4 days) <ul style="list-style-type: none"> ○ Standards: P4.2, 1 - C5.0.1, 1 - C5.0.2, 1 - P4.2.1, 1 - P4.2.2
		<ul style="list-style-type: none"> ● Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ○ Standards: 1 - P4.2.1, 1 - P4.2.2
Science	32-35	<p>Unit 4 Plan: Structure, Function, and Information Processing</p> <ul style="list-style-type: none"> ● Standards: 1.LS1.1, 1.LS1.2, 1.LS3.1 ● Unit 4 Student Pages

MI 2nd Grade - Science & Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Science Resources	Science Standard Language Science Unit Preparation Guide Resource and Materials Lists Vocabulary Games Replenishment Materials List (Year 2+) K-2 Picture Perfect ClassPacks and Book Collections	
Social Studies Resources	Social Studies Standard Language InquirED Onboarding Support Inquiry Journeys and Google Classroom Inquiry Based Teaching Practices Virtual QFT Jamboard Inquiry Journeys Lesson Prep Guide Virtual Inquiry Challenge Statement Jamboard Processing Tools MI 2nd Crosswalk Unit Unpacking Guide MI Standard Locations in Inquiry Journeys Read Aloud Book List	
Content Area	Weeks ¹	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i> <i>For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.</i>	3-8	Unit 1: Meeting Needs and Wants - How can we help our community work together to meet its needs and wants?
		<ul style="list-style-type: none"> Module 1: Launch (2 days) <ul style="list-style-type: none"> Standards: 2 - C3.0.3, P2.1, P2.2, P2.3
		<ul style="list-style-type: none"> Module 2: Why can't I have everything I want? (4 days) <ul style="list-style-type: none"> Standard: 2 - E1.0.5
		<ul style="list-style-type: none"> Module 3: How do community producers meet our needs and wants? (4 days) <ul style="list-style-type: none"> Standards: 2 - C3.0.3, 2 - C5.0.2, 2 - E1.0.2, 2 - P4.2.1
		<ul style="list-style-type: none"> Module 4: How do we make tough choices when spending money? (4 days) <ul style="list-style-type: none"> Standard: 2 - E1.0.5
		<ul style="list-style-type: none"> Module 5: How does a community meet our collective needs? (3 days) <ul style="list-style-type: none"> Standards: 2 - C5.0.3, 2 - P4.2.1
		<ul style="list-style-type: none"> Module 6: Take informed action (11 days) <ul style="list-style-type: none"> Standards: 2 - C5.0.3, 2 - P3.3.1, 2 - P4.2.1, 2 - P4.2.2

¹ Based on 45-minutes of daily instruction.

Science	9-10	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> • Standards: 2.ETS1.1, 2.PS1.3 • Unit 1 Student Pages
Science	11-14	Unit 2 Plan: Structures and Properties of Matter <ul style="list-style-type: none"> • Standards: 2.PS1.1, 2.PS1.2, 2.PS1.4 • Unit 2 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	15-20	Unit 2: Our Changing Landscape - How can we respond to our changing landscape?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, P2.3
		<ul style="list-style-type: none"> • Module 2: What are geographic features and how might they change over time? (4 days) <ul style="list-style-type: none"> ◦ Standards: 2 - G1.0.1, 2 - G1.0.2, 2 - G1.0.3, 2 - G2.0.1, 2 - G2.0.2, 2 - G4.0.1, 2 - E1.0.3
		<ul style="list-style-type: none"> • Module 3: How do people depend on the environment to meet their needs? (4 days) <ul style="list-style-type: none"> ◦ Standards: 2 - G4.0.1, 2 - G5.0.1
		<ul style="list-style-type: none"> • Module 4: What are the impacts of human modifications to the landscape? (3 days) <ul style="list-style-type: none"> ◦ Standards: 2 - G5.0.1, 2 - G5.0.2
		<ul style="list-style-type: none"> • Module 5: How can people respond to problems in a changing landscape? (4 days) <ul style="list-style-type: none"> ◦ Standards: 2 - G5.0.1, 2 - G5.0.2, 2 - C5.0.3, 2 - P3.1.1, 2 - P4.2.1, 2 - P4.2.2
		<ul style="list-style-type: none"> • Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ◦ Standards: 2 - P3.1.1, 2 - P3.1.2, 2 - P3.3.1, 2 - P4.2.1, 2 - P4.2.2
Science	21-24	Unit 3 Plan: Earth's Processes <ul style="list-style-type: none"> • Standards: 2.ESS1.1, 2.ESS2.1, 2.ESS2.2, 2.ESS2.3 • Unit 3 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	25-30	Unit 3: Innovation - How can we innovate to improve the world around us?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.4
		<ul style="list-style-type: none"> • Module 2: How has innovation changed daily life? (3 days) <ul style="list-style-type: none"> ◦ Standards: P1.1, P2.1, P2.4, 2 - H2.0.1, 2 - H2.0.4, 2 - H2.0.6
		<ul style="list-style-type: none"> • Module 3: What does it take to be an innovator? (4 days)

		<ul style="list-style-type: none"> ○ Standards: P1.1, 2 - H2.0.3, 2 - P4.2.2
		<ul style="list-style-type: none"> ● Module 4: How does innovation impact society? (3 days) <ul style="list-style-type: none"> ○ Standards: P1.1, P2.4, P2.5, 2 - H2.0.1, 2 - H2.0.4
		<ul style="list-style-type: none"> ● Module 5: What is timeless about innovation? (4 days) <ul style="list-style-type: none"> ○ Standards: 2 - P3.1.1, 2 - P4.2.1, 2 - P4.2.2, 2 - H2.0.5
		<ul style="list-style-type: none"> ● Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ○ Standards: 2 - P4.2.1, 2 - P4.2.2
Science	31-36	<p>Unit 4 Plan: Interactions with Habitats</p> <ul style="list-style-type: none"> ● Standards: 2.LS2.1, 2.LS2.2, 2.LS4.1, 2.ETS1.2 ● Unit 4 Student Pages

MI 1st Grade - Science & Social Studies Year at-a-Glance

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Science Resources	Science Standard Language Science Unit Preparation Guide Resource and Materials Lists Vocabulary Games Replenishment Materials List (Year 2+) K-2 Picture Perfect ClassPacks and Book Collections	
Social Studies Resources	Social Studies Standard Language InquirED Onboarding Support Inquiry Journeys and Google Classroom Inquiry Based Teaching Practices Virtual QFT Jamboard Inquiry Journeys Lesson Prep Guide Virtual Inquiry Challenge Statement Jamboard Processing Tools MI 1st Crosswalk Unit Unpacking Guide MI Standard Locations in Inquiry Journeys Read Aloud Book List	
Content Area	Weeks ¹	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i> <i>For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.</i>	3-8	Unit 1: Families Near and Far - How can we bring families together to form a stronger community?
		<ul style="list-style-type: none"> Module 1: Launch (2 days) <ul style="list-style-type: none"> Standards: P1.4, P2.1, P2.2
		<ul style="list-style-type: none"> Module 2: How are families similar and different? (3 days) <ul style="list-style-type: none"> Standards: P1.1, 1 - H2.0.2, 1 - G4.0.1
		<ul style="list-style-type: none"> Module 3: Why are traditions important? (4 days) <ul style="list-style-type: none"> Standards: P1.1, P1.3, 1 - H2.0.1, 1 - H2.0.2, 1 - H2.0.3, 1 - H2.0.5, 1 - G4.0.1
		<ul style="list-style-type: none"> Module 4: How can family members take care of one another? (4 days) <ul style="list-style-type: none"> Standards: 1 - G5.0.1, 1 - C5.0.1, 1 - E1.0.2, 1 - E1.0.3
		<ul style="list-style-type: none"> Module 5: How does our diversity strengthen our community? (4 days) <ul style="list-style-type: none"> Standards: P1.1, 1 - C2.0.1, 1 - C5.0.2, 1 - P3.1.1, 1 - P3.1.3, 1 - P4.2.1, 1 - P4.2.2
		<ul style="list-style-type: none"> Module 6: Take informed action (11 days) <ul style="list-style-type: none"> Standards: P1.4, P2.4, 1 - P4.2.1, 1 - P4.2.2

¹ Based on 45-minutes of daily instruction.

Science	9-10	Unit 1 Plan: Engineering Design <ul style="list-style-type: none"> • Standards: 1.ETS1.1, 1.ETS1.2 • Unit 1 Student Pages
Science	11-14	Unit 2 Plan: Sound and Light <ul style="list-style-type: none"> • Standards: 1.PS4.1, 1.PS4.2, 1.PS4.3, 1.PS4.4, 1.ETS1.3 • Unit 2 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	15-20	Unit 2: Our Special Location - How can we help others appreciate our special location?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, P2.4
		<ul style="list-style-type: none"> • Module 2: How can we show others where we are? (3 days) <ul style="list-style-type: none"> ◦ Standards: 1 - G1.0.1, 1 - G1.0.2, 1 - G1.0.3, 1 - G2.0.2
		<ul style="list-style-type: none"> • Module 3: How does the environment shape life here? (4 days) <ul style="list-style-type: none"> ◦ Standards: 1 - G2.0.1, 1 - G5.0.1, 1 - G5.0.2
		<ul style="list-style-type: none"> • Module 4: How does our community meet our needs and wants? (4 days) <ul style="list-style-type: none"> ◦ Standards: 1 - E1.0.1, 1 - E1.0.2, 1 - E1.0.4, 1 - E1.0.5, 1 - E1.0.6
		<ul style="list-style-type: none"> • Module 5: How do people make our community special? (4 days) <ul style="list-style-type: none"> ◦ Standards: 1 - C2.0.2, 1 - C5.0.2, 1 - P4.2.1
		<ul style="list-style-type: none"> • Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ◦ Standards: 1 - P4.2.1, 1 - P4.2.2
Science	21-25	Unit 3 Plan: Space Systems <ul style="list-style-type: none"> • Standards: 1.ESS1.1, 1.ESS1.2 • Unit 3 Student Pages
Social Studies <i>All modules occur within inquirED, which can be accessed through Clever.</i>	26-31	Unit 3: Civic Engagement - How can we work together for the good of the community?
		<ul style="list-style-type: none"> • Module 1: Launch (2 days) <ul style="list-style-type: none"> ◦ Standards: P2.1, P2.2, 1 - C5.0.1, 1 - C5.0.2
		<ul style="list-style-type: none"> • Module 2: How do rights and responsibilities shape our roles in a community? (4 days) <ul style="list-style-type: none"> ◦ Standards: P2.4, 1 - C1.0.1, 1 - C1.0.2, 1 - C5.0.1, 1 - C5.0.2 • Module 3: How do citizens in a community make informed choices? (3 days)

		<ul style="list-style-type: none"> ○ Standards: P1.4, P3.3
		<ul style="list-style-type: none"> ● Module 4: How can people stand up for fairness? (4 days) <ul style="list-style-type: none"> ○ Standards: P1.2, P3.4, 1 - H2.0.4
		<ul style="list-style-type: none"> ● Module 5: How do people work for change in their communities? (4 days) <ul style="list-style-type: none"> ○ Standards: P4.2, 1 - C5.0.1, 1 - C5.0.2, 1 - P4.2.1, 1 - P4.2.2
		<ul style="list-style-type: none"> ● Module 6: Take informed action (11 days) <ul style="list-style-type: none"> ○ Standards: 1 - P4.2.1, 1 - P4.2.2
Science	32-35	<p>Unit 4 Plan: Structure, Function, and Information Processing</p> <ul style="list-style-type: none"> ● Standards: 1.LS1.1, 1.LS1.2, 1.LS3.1 ● Unit 4 Student Pages

MI 6th Grade - Science Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

To access digital tool links, you must be signed in to STEMscopes in Clever.

Science Resources	Science Standard Language Summary Table Template Assessments Vocabulary Games Investigation Template ST to CER Graphic Organizer STEMscopes 3D Quick Guide Academic Conversations Identify and Interpret I2 Strategy 3-8 STEMscopes Science Replenishments	
Unit	Weeks ¹	Standards & Resources
Culture and Science Safety	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Unit 1: Earth & Space Systems	2-6	Formation and Motion of Galaxies & The Solar System (weeks 2-4) <ul style="list-style-type: none">● Standards: MS.ESS1.2, MS.ESS1.3● Science & Engineering Practice: Developing and Using Models● Crosscutting Concept: Systems and System Models Earth, Sun, and Moon System (weeks 4-6) <ul style="list-style-type: none">● Standard: MS.ESS1.1● Science & Engineering Practice: Developing and Using Models● Crosscutting Concept: Patterns
Unit 2: History of Earth	7-8	Geologic History of Earth (weeks 7-8) <ul style="list-style-type: none">● Standard: MS.ESS1.4● Science & Engineering Practice: Constructing Explanations and Designing Solutions● Crosscutting Concept: Scale, Proportion, and Quantity
Week 9 - Review and Interim 1		
Unit 2: History of Earth (cont.)	10-12	Plate Tectonics and Seafloor Spreading (weeks 10-12) <ul style="list-style-type: none">● Standard: MS.ESS2.3● Science & Engineering Practices: Analyzing and Interpreting Data● Crosscutting Concept: Patterns
Unit 3: Earth's Systems	13-18	Weathering and Erosion (weeks 13-14) <ul style="list-style-type: none">● Standard: MS.ESS2.2● Science & Engineering Practice: Constructing Explanations and Designing Solutions● Crosscutting Concept: Cause and Effect Geoscience Processes (weeks 15-16) <ul style="list-style-type: none">● Standard: MS.ESS2.1● Science & Engineering Practice: Developing and Using Models● Crosscutting Concept: Stability and Change

¹ Based on 45-minutes of daily instruction.

		Earth Materials (weeks 17-18) <ul style="list-style-type: none"> • Standard: MS.ESS2.2 • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Scale, Proportion, and Quantity
Week 19 - Review and Interim 2		
Unit 4: Weather and Climate	20-26	Water Cycle (weeks 20-21) <ul style="list-style-type: none"> • Standard: MS.ESS2.4 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Matter and Energy Predicting Weather (weeks 22-23) <ul style="list-style-type: none"> • Standards: MS.ESS2.5 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Cause and Effect Ocean Current & Influences of Weather and Climate (weeks 24-26) <ul style="list-style-type: none"> • Standard: MS.ESS2.6 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Systems and System Models
Week 27 - Review and Interim 3		
Unit 5: Natural Hazards and Human Impact	28-34	Natural Hazards (weeks 28-29) <ul style="list-style-type: none"> • Standard: MS.ESS3.2 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Patterns Human Impact on the Environment (weeks 30-31) <ul style="list-style-type: none"> • Standards: MS.ESS3.3, MS.ESS3.4, MS.ETS1.3, MS.ETS1.4 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Cause and Effect Human Activities and Global Climate Change (weeks 32-33) <ul style="list-style-type: none"> • Standard: MS.ESS3.5 • Science & Engineering Practice: Asking Questions and Defining Problems • Crosscutting Concept: Stability and Change Human Dependence on Natural Resources (weeks 33-34) <ul style="list-style-type: none"> • Standard: MS.ESS3.1 • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Cause and Effect
Week 35 - Review and Interim 4		

MI 7th Grade - Science Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

To access digital tool links, you must be signed in to STEMscopes in Clever.

Science Resources	Science Standard Language Summary Table Template Assessments Vocabulary Games Investigation Template ST to CER Graphic Organizer STEMscopes 3D Quick Guide Academic Conversations Identify and Interpret I2 Strategy 3-8 STEMscopes Science Replenishments SBG Unit Plans and Resources	
Unit	Weeks ¹	Standards & Resources
Culture and Science Safety	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Unit 1: Matter and Its Interactions	2-5	Structure of Matter (weeks 2-3) <ul style="list-style-type: none">• Standard: MS.PS1.1• Science & Engineering Practice: Developing and Using Models• Crosscutting Concept: Scale, Proportion, and Quantity Physical and Chemical Properties (weeks 3-5) <ul style="list-style-type: none">• Standard: MS.PS1.2• Science & Engineering Practice: Analyzing and Interpreting Data• Crosscutting Concept: Patterns
Week 5 - Mid-Interim 1		
Unit 1: Matter and Its Interactions (cont.)	6-8	Characteristics of Chemical Reactions & Synthetic Materials (weeks 6-8) <ul style="list-style-type: none">• Standards: MS.PS1.2, MS.PS1.3• Science & Engineering Practice: Analyzing and Interpreting Data• Crosscutting Concept: Patterns
Week 9 - Review and Interim 1		
Unit 1: Matter and Its Interactions (cont.)	10-14	Modeling Conservation of Mass (weeks 10-11) <ul style="list-style-type: none">• Standard: MS.PS1.5• Science & Engineering Practice: Developing and Using Models• Crosscutting Concept: Matter and Energy Heat and Matter & Changes in Energy on the Molecular Level (weeks 12-13) <ul style="list-style-type: none">• Standard: MS.PS1.4• Science & Engineering Practice: Developing and Using Models• Crosscutting Concept: Cause and Effect Thermal Energy in Chemical Reactions (week 14) <ul style="list-style-type: none">• Standards: MS.PS1.6, MS.ETS1.3, MS.ETS1.4

¹ Based on 45-minutes of daily instruction.

		<ul style="list-style-type: none"> • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Matter and Energy
Week 14 - Mid-Interim 2		
Unit 2: Energy	15-17	<p>Thermal Energy Transfer (weeks 15-16)</p> <ul style="list-style-type: none"> • Standards: MS.PS3.3, MS.PS3.4, MS.ETS1.1, MS.ETS1.4 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Scale, Proportion, and Quantity <p>Energy Transfer and Temperature (weeks 16-17)</p> <ul style="list-style-type: none"> • Standard: MS.PS3.4 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Scale, Proportion, and Quantity
Week 18 - Review and Interim 2		
Unit 3: Forces and Interactions	19-24	<p>Changes in Forces & Newton's Third Law of Motion (weeks 19-21)</p> <ul style="list-style-type: none"> • Standards: MS.PS2.2, MS.PS2.1 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Systems and System Models <p>Kinetic Energy (weeks 22-23)</p> <ul style="list-style-type: none"> • Standards: MS.PS3.1, MS.PS3.5 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Scale, Proportion, and Quantity <p>Potential Energy (weeks 24-25)</p> <ul style="list-style-type: none"> • Standard: MS.PS3.2 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Systems and System Models
Week 25 - Mid-Interim 3		
Unit 3: Forces and Interactions (cont.)	26-29	<p>Electric and Magnetic Forces (weeks 26-27)</p> <ul style="list-style-type: none"> • Standards: MS.PS2.3, MS.PS2.5 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Cause and Effect <p>Gravitational Forces (week 28)</p> <ul style="list-style-type: none"> • Standards: MS.PS2.4, MS.PS2.5 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Systems and System Models
Week 29 - Review and Interim 3		
Unit 4: Waves and Their Interactions	30-31	<p>Introductions to Properties of Waves & Properties of Waves (weeks 30-31)</p> <ul style="list-style-type: none"> • Standards: MS.PS4.1, MS.PS4.2 • Science & Engineering Practices: Using Mathematics and Computational Thinking (PS4.1), Developing and Using Models (PS4.2) • Crosscutting Concepts: Patterns (PS4.1), Structure and Function (PS4.2)

Week 31 - Mid-Interim 4

**Unit 4: Waves
and Their
Interactions**

32-34

Properties of Visible Light (weeks 32-33)

- **Standard:** MS.PS4.2
- **Science & Engineering Practices:** [Developing and Using Models](#)
- **Crosscutting Concepts:** [Structure and Function](#)

Modeling Light Waves (week 34)

- **Standard:** MS.PS4.2
- **Science & Engineering Practice:** [Developing and Using Models](#)
- **Crosscutting Concept:** [Structure and Function](#)

Digital vs. Analog (week 34)

- **Standard:** MS.PS4.3
- **Science & Engineering Practice:** [Obtaining, Evaluating, and Communicating Information](#)
- **Crosscutting Concept:** [Structure and Function](#)

Week 35 - Review and Interim 4

MI 8th Grade - Science Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

To access digital tool links, you must be signed in to STEMscopes in Clever.

Science Resources	Science Standard Language Vocabulary Games STEMscopes 3D Quick Guide Identify and Interpret I2 Strategy SBG Unit Plans and Resources		Summary Table Template Investigation Template Academic Conversations 3-8 STEMscopes Science Replenishments MI 8 Remediation Opportunities	Assessments ST to CER Graphic Organizer
Unit	Weeks ¹	Standards & Resources		
Culture and Science Safety	0-1	The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.		
Unit 1: Structure, Function, and Information Processing	2-6	Cells & Anatomy of a Cell (weeks 2-3) <ul style="list-style-type: none">Standards: 8.LS1.1, 8.LS1.2Science & Engineering Practice: Developing and Using ModelsCrosscutting Concept: Structure and Function Body and Systems & Sensory Receptors (weeks 4-6) <ul style="list-style-type: none">Standards: 8.LS1.3, 8.LS1.8Science & Engineering Practice: Engaging in Argument from EvidenceCrosscutting Concept: Systems and System Models		
Week 6 - Mid-Interim 1				
Unit 2: Ecosystems	6-8	Reproduction in Plants and Animals & Growth of Organisms (weeks 6-8) <ul style="list-style-type: none">Standards: 8.LS1.4, 8.LS1.5Science & Engineering Practice: Engaging in Argument from EvidenceCrosscutting Concept: Cause and Effect		
Week 9 - Review and Interim 1				
Unit 2: Ecosystems (cont.)	10-13	Introduction to Photosynthesis & Energy Flow in Organisms (weeks 10-11) <ul style="list-style-type: none">Standards: 8.LS1.6, 8.LS1.7Science & Engineering Practice: Developing and Using ModelsCrosscutting Concept: Matter and Energy Competition in Ecosystems & Organism Interactions in Ecosystems (weeks 12-13) <ul style="list-style-type: none">Standard: 8.LS2.1Science & Engineering Practice: Analyzing and Interpreting DataCrosscutting Concept: Cause and Effect		
Week 13 - Mid-Interim 2				

¹ Based on 45-minutes of daily instruction.

Unit 2: Ecosystems (cont.)		<p>Relationships in Ecosystems & Flow of Energy in Ecosystems (weeks 14-15)</p> <ul style="list-style-type: none"> • Standards: 8.LS2.2, 8.LS2.3 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Patterns <p>Dynamic Nature of Ecosystems & Ecosystem Biodiversity (weeks 16-18)</p> <ul style="list-style-type: none"> • Standards: 8.LS2.4, 8.LS2.5, 8.ETS1.2, 8.ETS1.3 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Stability and Change
Week 19 - Review and Interim 2		
Unit 3: Growth Development and Reproduction of Organisms	20-23	<p>Genes and Proteins & Mutations (weeks 20-21)</p> <ul style="list-style-type: none"> • Standard: 8.LS3.1 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Structure and Function <p>Inheritance and Genetic Variation (weeks 21-23)</p> <ul style="list-style-type: none"> • Standard: 8.LS3.2 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Cause and Effect
Week 23 - Mid-Interim 3		
Unit 4: Fossil Record and Natural Selection	23-24	<p>Fossil Record, Evolutionary History and Relationships, & Embryological Development (weeks 23-24)</p> <ul style="list-style-type: none"> • Standards: 8.LS4.1, 8.LS4.2, 8.LS4.3 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Patterns
Week 25 - Review and Interim 3 (MOCK)		
Unit 4: Fossil Record and Natural Selection (cont.)	26-27	<p>Natural Selection & Artificial Selection (weeks 26-27)</p> <ul style="list-style-type: none"> • Standards: 8.LS4.4, 8.LS4.6, 8.LS4.5 • Science & Engineering Practice: Using Mathematics and Computational Thinking • Crosscutting Concept: Cause and Effect
M-STEP REVIEW	28-29	M-STEP REVIEW
SCIENCE M-STEP WEEKS 30-31		
Engineering Competition	32-35	<p><i>Teachers may use Explore engineering design lessons from grades 6-8 found within STEMscopes.</i></p> <ul style="list-style-type: none"> • Standards: 8.ETS1.2, 8.ETS1.3

MI 3rd Grade - Science Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

To access digital tool links, you must be signed in to STEMscopes in Clever.

Science Resources	Science Standard Language Deconstructing Science Standards Summary Table Template Assessments Vocabulary Games Investigation Template ST to CER Graphic Organizer STEMscopes 3D Quick Guide Academic Conversations Identify and Interpret I2 Strategy 3-8 STEMscopes Science Replenishments	
Unit	Weeks ¹	Standards & Resources
Culture and Science Safety	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Unit 1: Using Magnetic Forces	2-6	Objects in Motion (weeks 2-4) <ul style="list-style-type: none"> • Standards: SCI.MI3.PS2.1, SCI.MI3.PS2.2 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concepts: Cause and Effect (PS2.1), Patterns (PS2.2) Electric and Magnetic Force (weeks 4-6) <ul style="list-style-type: none"> • Standards: SCI.MI3.PS2.3, SCI.MI3.PS2.4 • Science & Engineering Practice: Asking Questions and Defining Problems • Crosscutting Concept: Cause and Effect
Unit 2: Animal Development and Survival	7-8	Life Cycles <ul style="list-style-type: none"> • Standard: SCI.MI3.LS1.1 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Patterns
Week 9 - Interim 1		
Unit 2: Animal Development and Survival (cont.)	10-11	Social and Group Behavior <ul style="list-style-type: none"> • Standard: SCI.MI3.LS2.1 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Cause and Effect
Unit 3: Environments and the Traits of Organisms	12-17	Inheritance and Variation of Traits (weeks 12-13) <ul style="list-style-type: none"> • Standard: SCI.MI3.LS3.1 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Patterns Environmental Traits (weeks 14-15) <ul style="list-style-type: none"> • Standard: SCI.MI3.LS3.2 • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Cause and Effect

¹ Based on 45-minutes of daily instruction.

		<p>Adaptations (weeks 16-17)</p> <ul style="list-style-type: none"> • Standards: SCI.MI3.LS4.3, SCI.MI3.5.ETS1.1 • Science & Engineering Practice: Engaging in Argument from Evidence (LS4.3), Asking Questions and Defining Problems (ETS1.1) • Crosscutting Concept: Cause and Effect (LS4.3)
Week 18 - Interim 2		
Unit 3: Environments and the Traits of Organisms (cont.)	19-20	<p>Environmental Changes and Effects</p> <ul style="list-style-type: none"> • Standards: SCI.MI3.LS4.4, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2 • Science & Engineering Practices: Engaging in Argument from Evidence (LS4.4), Asking Questions and Defining Problems (ETS1.1), Constructing Explanations and Designing Solutions (ETS1.2) • Crosscutting Concept: Systems and System Models (LS4.4)
Unit 4: Organisms Change Over Time	21-26	<p>Plant and Animal Extinction (weeks 21-22)</p> <ul style="list-style-type: none"> • Standard: SCI.MI3.LS4.1 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Scale, Proportion, and Quantity <p>Fossils (weeks 23-24)</p> <ul style="list-style-type: none"> • Standard: SCI.MI3.LS4.1 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Scale, Proportion, and Quantity <p>Survival of the Fittest (weeks 25-26)</p> <ul style="list-style-type: none"> • Standard: SCI.MI3.LS4.2 • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Cause and Effect
Week 27 - Interim 3		
Unit 5: Dealing with Hazardous Weather Worldwide	28-32	<p>Weather and Climate (weeks 28-29)</p> <ul style="list-style-type: none"> • Standards: SCI.MI3.ESS2.1, SCI.I3.ESS2.2 • Science & Engineering Practices: Analyzing and Interpreting Data (ESS2.1), Obtaining, Evaluating, and Communicating Information (ESS2.2) • Crosscutting Concept: Patterns <p>Processes and Impacts of Natural Hazards (weeks 30-31)</p> <ul style="list-style-type: none"> • Standards: SCI.MI3.ESS3.1, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI3.5.ETS1.3 • Science & Engineering Practices: Engaging in Argument from Evidence (ESS3.1), Asking Questions and Defining Problems (ETS1.1), Constructing Explanations and Designing Solutions (ETS1.2), Planning and Carrying Out Investigations (ETS1.3) • Crosscutting Concept: Cause and Effect (ESS3.1)
Engineering Design	32-35	<i>Check back for updates</i>

Projects		
Week 36 - Interim 4		

MI 4th Grade - Science Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

To access digital tool links, you must be signed in to STEMscopes in Clever.

Science Resources	Science Standard Language Summary Table Template Assessments Vocabulary Games Investigation Template ST to CER Graphic Organizer STEMscopes 3D Quick Guide Academic Conversations Identify and Interpret I2 Strategy 3-8 STEMscopes Science Replenishments	
Unit	Weeks ¹	Standards & Resources
Culture and Science Safety	0-1	The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.
Unit 1: Using Energy Transformations	2-8	<p>Energy Transfer and Electric Currents (weeks 2-3)</p> <ul style="list-style-type: none"> Standards: SCI.MI4.PS3.2, SCI.MI4.PS3.4 Science & Engineering Practices: Planning and Carrying Out Investigations (PS3.2), Constructing Explanations and Designing Solutions (PS3.4) Crosscutting Concept: Energy and Matter <p>Transfer of Energy in Collision (weeks 4-5)</p> <ul style="list-style-type: none"> Standards: SCI.MI4.PS3.2, SCI.MI4.PS3.3 Science & Engineering Practices: Planning and Carrying Out Investigations (PS3.2), Asking Questions and Defining Problems (PS3.3) Crosscutting Concept: Energy and Matter <p>Energy and Speed (weeks 5-6)</p> <ul style="list-style-type: none"> Standard: SCI.MI4.PS3.1 Science & Engineering Practice: Constructing Explanations and Designing Solutions Crosscutting Concept: Energy and Matter <p>Using Stored Energy (weeks 7-8)</p> <ul style="list-style-type: none"> Standard: SCI.MI4.PS3.4 Science & Engineering Practice: Constructing Explanations and Designing Solutions Crosscutting Concept: Energy and Matter
Week 9 - Interim 1		
Unit 2: Communicating Using Wave Energy	10-17	<p>Motion of Waves (week 10)</p> <ul style="list-style-type: none"> Standard: SCI.MI4.PS4.1 Science & Engineering Practice: Developing and Using Models Crosscutting Concept: Patterns <p>Wavelength and Amplitude (weeks 11-12)</p>

¹ Based on 45-minutes of daily instruction.

		<ul style="list-style-type: none"> • Standard: SCI.MI4.PS4.1 • Science & Engineering Practice: Developing and Using Models • Crosscutting Concept: Patterns <p>Light Reflection (weeks 13-15)</p> <ul style="list-style-type: none"> • Standards: SCI.MI4.PS4.2, SCI.MI3.5.ETS1.1 • Science & Engineering Practices: Developing and Using Models (PS4.2), Asking Questions and Defining Problems (ETS1.1) • Crosscutting Concept: Cause and Effect (PS4.2) <p>Information Technologies (weeks 15-17)</p> <ul style="list-style-type: none"> • Standard: SCI.MI4.PS4.3 • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Patterns
Week 18 - Interim 2		
Unit 3: Organism Structures and Behavior	19-22	<p>Plant and Animal Parts (weeks 19-21)</p> <ul style="list-style-type: none"> • Standard: SCI.MI4.LS1.1 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Systems and System Models <p>Sense Receptors (weeks 21-22)</p> <ul style="list-style-type: none"> • Standards: SCI.MI4.LS1.2, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2 • Science & Engineering Practices: Developing and Using Models (LS1.2), Asking Questions and Defining Problems (ETS1.1), Constructing Explanations and Designing Solutions (ETS1.2) • Crosscutting Concept: Systems and System Models (LS1.2)
Unit 4: Changes Over Time to Earth's Surface and Resources	23-27	<p>Rock Patterns (weeks 23-24)</p> <ul style="list-style-type: none"> • Standard: SCI.MI4.ESS1.1 • Science & Engineering Practice: Constructing Explanations and Designing Solutions • Crosscutting Concept: Patterns <p>Changing Land (weeks 25-27)</p> <ul style="list-style-type: none"> • Standard: SCI.MI4.ESS2.1 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Cause and Effect
Week 28 - Interim 3		
Unit 4: Changes Over Time to Earth's Surface and Resources (cont.)	29-31	<p>Plate Tectonics (weeks 29-30)</p> <ul style="list-style-type: none"> • Standard: SCI.MI4.ESS2.2 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Patterns <p>Natural Processes (weeks 31-33)</p>

		<ul style="list-style-type: none"> • Standards: SCI.MI4.ESS3.2, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI3.5.ETS1.3 • Science & Engineering Practices: Constructing Explanations and Designing Solutions (ESS3.2), Asking Questions and Defining Problems (ETS1.1), Constructing Explanations and Designing Solutions (ETS1.2), Planning and Carrying Out Investigations (ETS1.3) • Crosscutting Concept: Systems and System Models (ESS3.2) <p>Renewable and Non-Renewable Resources (weeks 34-35)</p> <ul style="list-style-type: none"> • Standard: SCI.MI4.ESS3.1 • Science & Engineering Practice: Obtaining, Evaluating, and Communicating Information • Crosscutting Concept: Cause and Effect
Week 36 - Interim 4		

MI 5th Grade - Science Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

To access digital tool links, you must be signed in to STEMscopes in Clever.

Science Resources	Science Standard Language Summary Table Template Assessments Vocabulary Games Investigation Template ST to CER Graphic Organizer STEMscopes 3D Quick Guide MI 5 Remediation Opportunities Academic Conversations Identify and Interpret I2 Strategy 3-8 STEMscopes Science Replenishments	
Unit	Weeks ¹	Standards & Resources
Culture and Science Safety	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Unit 1: Matter and Energy Flow in an Ecosystem	2-9	Energy Transfer (weeks 2-3) <ul style="list-style-type: none">● Standard: SCI.MI5.PS3.1● Science & Engineering Practice: Developing and Using Models● Crosscutting Concept: Energy and Matter Matter and Energy in Plants (weeks 3-4) <ul style="list-style-type: none">● Standard: SCI.MI5.LS1.1● Science & Engineering Practice: Engaging in Argument from Evidence● Crosscutting Concept: Energy and Matter Food Webs & Matter Cycles (weeks 4-7) <ul style="list-style-type: none">● Standard: SCI.MI5.LS2.1● Science & Engineering Practice: Developing and Using Models● Crosscutting Concept: Systems and System Models Ecosystems & Earth's Systems Interactions (weeks 7-9) <ul style="list-style-type: none">● Standards: SCI.MI5.LS2.1, SCI.MI3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI5.ESS.2.1● Science & Engineering Practices: Developing and Using Models (LS2.1 and ESS2.1), Asking Questions and Defining Problems (ETS1.1), Constructing Explanations and Designing Solutions (ETS1.2)● Crosscutting Concept: Systems and System Models (LS2.1 and ESS2.1)
Week 10 - Interim 1		
Unit 2: Interactions in Matter	12-17	Matter is Everywhere (weeks 11-12) <ul style="list-style-type: none">● Standards: SCI.MI5.PS1.1, SCI.MI3.5.ETS1.3● Science & Engineering Practices: Developing and Using Models (PS1.1), Planning and Carrying Out Investigations (ETS1.3)● Crosscutting Concept: Scale, Proportion, and Quantity (PS1.1)

¹ Based on 45-minutes of daily instruction.

		<p>Properties of Matter (weeks 13-14)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.PS1.3 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Scale, Proportion, and Quantity <p>Changes to Matter (weeks 15-16)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.PS1.2 • Science & Engineering Practice: Using Mathematics and Computational Thinking • Crosscutting Concept: Scale, Proportion, and Quantity <p>Mixtures (weeks 16-17)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.PS1.4 • Science & Engineering Practice: Planning and Carrying Out Investigations • Crosscutting Concept: Cause and Effect
Week 18 - Interim 2		
<p>Unit 3: Observing Our Sky</p>	<p>19-23</p>	<p>Observing the Stars (weeks 19-20)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.ESS1.1, SCI.MI5.ESS1.2 • Science & Engineering Practices: Engaging in Argument from Evidence (ESS1.1), Analyzing and Interpreting Data (ESS1.2) • Crosscutting Concepts: Scale, Proportion, and Quantity (ESS1.1), Patterns (ESS1.2) <p>Objects in the Sky (weeks 21-22)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.ESS1.2 • Science & Engineering Practice: Analyzing and Interpreting Data • Crosscutting Concept: Patterns <p>Gravity (week 23)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.PS2.1 • Science & Engineering Practice: Engaging in Argument from Evidence • Crosscutting Concept: Cause and Effect
Week 24 - Interim 3		
<p>Unit 4: Human Impact on the Earth's Systems</p>	<p>25-27</p>	<p>Water Sources (week 25)</p> <ul style="list-style-type: none"> • Standard: SCI.MI5.ESS2.2 • Science & Engineering Practice: Using Mathematics and Computational Thinking • Crosscutting Concept: Scale, Proportion, and Quantity <p>Reducing Human Footprint & Earth's Systems Interactions (weeks 25-27)</p> <ul style="list-style-type: none"> • Standards: SCI.MI5.ESS3.1, SCIMI.3.5.ETS1.1, SCI.MI3.5.ETS1.2, SCI.MI5.ESS2.1 • Science & Engineering Practices: Obtaining, Evaluating, and Communicating Information (ESS3.1), Asking Questions and Defining Problems (ETS1.1), Constructing Explanations and Designing Solutions (ETS1.2), Developing and Using Models (ESS2.1) • Crosscutting Concept: Systems and System Models (ESS3.1 and ESS2.1)

M-STEP REVIEW	28-29	M-STEP REVIEW
SCIENCE M-STEP WEEKS 30-31		
Engineering Design Projects	32-35	<i>Check back for updates</i>

MI 4th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language	InquirED Onboarding Support	Unit Unpacking Guide
Inquiry Journeys and Google Classroom	Inquiry Based Teaching Practices	Interims
Virtual QFT Jamboard	Inquiry Journeys Lesson Prep Guide	Discussion Strategies
Processing Tools/Graphic Organizers	Interim Standard Locations	MI 4th Grade Crosswalk
Read Aloud Book List	Standard Locations in Inquiry Journeys	

All modules occur within inquirED, which can be accessed through Clever.

For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.

Unit	Weeks ¹	Module & Standards
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Natural Resources of the U.S. How should we use the natural resources of the United States?	2-13	Module 1: Launch (4 days) • Standard: P2.1, P2.2, 4 - G1.0.1, 4 - G5.0.1
		Module 2: How is each region of the U.S. unique? (6 days) • Standards: 4 - G1.0.3, 4 - G1.0.4, 4 - G2.0.1, 4 - G2.0.2
		Module 3: How can we use natural resources responsibly? (8 days) • Standards: 4 - H3.0.7, 4 - G5.0.1, 4 - P4.2.2
		Module 4: What happens when the pillars of sustainability are stressed? (6 days) • Standards: 4 - G5.0.1, 4 - E2.0.1, 4 - E1.0.2
		Module 5: What actions support sustainability? (8 days) • Standards: 4 - H3.0.7, 4 - G5.0.1, 4 - P3.1.1, 4 - P3.1.2, 4 - P4.2.2
		Module 6: Take Informed Action (22 days) • Standards: 4 - P4.2.1, 4 - P4.2.2
Interim 1 - can be administered any time after completing Unit 1		
2 - Rights and Responsibilities How can we contribute to a healthy democracy?	14-25	Module 1: Launch (4 days) • Standards: P2.1, P2.2, 4 - C1.0.1, 4 - C1.0.2
		Module 2: How is our government designed? (8 days) • Standards: 4 - C1.0.2, 4 - C2.0.1, 4 - C3.0.1, 4 - C3.0.3, 4 - C3.0.4, 4 - C3.0.5, 4 - C3.0.6, 4 - C5.0.1, 4 - C5.0.2, 4 - C5.0.3
		Module 3: Do rules give us freedom? (8 days) • Standards: 4 - C2.0.2, 4 - C5.0.2
		Module 4: Why don't more people vote? (8 days) • Standards: 4 - C5.0.1, 4 - P3.1.2, 4 - P4.2.1

¹ Based on 45-minutes of daily instruction.

		Module 5: What is my power to participate? (10 days) <ul style="list-style-type: none">● Standards: 4 - C3.0.2, 4 - C3.0.7, 4 - C5.0.1, 4 - C5.0.3, 4 - P3.1.1, 4 - P4.2.1
		Module 6: Take Informed Action (22 days) <ul style="list-style-type: none">● Standards: 4 - P3.3.1, 4 - P4.2.1, 4 - P4.2.2
Interim 2 - can be administered any time after completing Unit 2		
3 - Economic Choices How can we make economic choices that have positive impacts?	26-36	Module 1: Launch (4 days) <ul style="list-style-type: none">● Standards: P2.1, P2.2, 4 - P3.1.1
		Module 2: How do the parts of an economy work together? (8 days) <ul style="list-style-type: none">● Standards: 4 - E1.0.2, 4 - E1.0.4, 4 - E1.0.6, 4 - E1.0.8, 4 - E3.0.1
		Module 3: How do producers both shape and reflect their communities? (8 days) <ul style="list-style-type: none">● Standards: P2.4, 4 - H3.0.1, 4 - H3.0.4, 4 - H3.0.5, 4 - H3.0.6, 4 - E1.0.1, 4 - E1.0.5
		Module 4: How can we make economic choices? (6 days) <ul style="list-style-type: none">● Standards: P2.4, 4 - E1.0.3, 4 - E1.0.4
		Module 5: How do people work toward economic goals? (8 days) <ul style="list-style-type: none">● Standards: 4 - E1.0.7, 4 - E2.0.1, 4 - P4.2.1, 4 - P4.2.2
		Module 6: Take Informed Action (22 days) <ul style="list-style-type: none">● Standards: 4 - P3.3.1, 4 - P4.2.1, 4 - P4.2.2
Interim 3 - can be administered any time after completing Unit 3		

MI 5th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language	InquirED Onboarding Support	Unit Unpacking Guide
Inquiry Journeys and Google Classroom	Inquiry Based Teaching Practices	Interims
Virtual QFT Jamboard	Inquiry Journeys Lesson Prep Guide	Discussion Strategies
Processing Tools/Graphic Organizers	Interim Standard Locations	MI 5th Grade Crosswalk
Read Aloud Book List	Standard Locations in Inquiry Journeys	

All modules occur within inquirED, which can be accessed through Clever.

For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.

Unit	Weeks ¹	Module & Standards
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Native America How can we better honor the cultural heritage of this land?	2-13	Module 1: Launch (4 days) • Standards: P2.1, P2.2
		Module 2: What was life like for historical Native American cultures? (8 days) • Standards: 5 - U1.1.1, 5 - U1.1.2, 5 - U1.1.3, 5 - P4.2.2
		Module 3: What can stories teach us about people and cultures? (8 days) • Standard: 5 - U1.1.3
		Module 4: How can artifacts teach us about the past? (8 days) • Standards: P2.1, P2.4
		Module 5: Can we know the whole story behind an historical event? (8 days) • Standards: 5 - U1.4.1, 5 - U1.4.3
		Module 6: Take Informed Action (22 days) • Standards: 5 - P4.2.1, 5 - P4.2.2
Interim 1 - can be administered any time after completing Unit 1		
2 - The Colonial Era How can facing the complexities of America's past help us to meet the challenges of the present?	14-24	Module 1: Launch (4 days) • Standards: P2.1, P2.2, 5 - U2.1.3, 5 - U2.1.5
		Module 2: What did the So-Called New World represent for Native Americans, Africans, and Europeans? (8 days) • Standards: 5 - U1.2.1, 5 - U1.2.2, 5 - U1.4.1, 5 - U1.4.2, 5 - U1.4.4, 5 - U2.1.1, 5 - U2.1.2, 5 - U2.1.3, 5 - U2.1.5, 5 - U2.3.1
		Module 3: How do cooperation and conflict affect the survival of a community? (8 days) • Standards: 5 - U2.1.1, 5 - U2.1.2

¹ Based on 45-minutes of daily instruction.

		Module 4: How did culture, geography, and economics shape the development of different colonial regions? (8 days) <ul style="list-style-type: none">● Standards: 5 - U2.1.1, 5 - U2.1.2, 5 - U2.1.3, 5 - U2.1.4, 5 - U2.2.1, 5 - U2.2.2, 5 - U2.2.3, 5 - U2.3.1, 5 - U2.3.2, 5 - U2.3.4, 5 - U2.3.5
		Module 5: How did social structures impact people in colonial America? (8 days) <ul style="list-style-type: none">● Standards: 5 - U2.3.3, 5 - P4.2.1
		Module 6: Take Informed Action (22 days) <ul style="list-style-type: none">● Standards: 5 - P4.2.1, 5 - P4.2.2
Interim 2 - can be administered any time after completing Unit 2		
3 - American Revolution How can we promote life, liberty, and the pursuit of happiness for all?	25-36	Module 1: Launch (4 days) <ul style="list-style-type: none">● Standards: P2.1, P2.2, P2.4, P2.5
		Module 2: What sparks a revolution? (10 days) <ul style="list-style-type: none">● Standard: 5 - U2.1.5, 5 - U3.1.1, 5 - U3.1.2, 5 - U3.1.3, 5 - U3.1.4, 5 - U3.1.5, 5 - U3.1.7
		Module 3: What contributes to success? (8 days) <ul style="list-style-type: none">● Standards: 5 - U3.2.1, 5 - U3.2.2, 5 - U3.2.4
		Module 4: What makes someone a revolutionary? (8 days) <ul style="list-style-type: none">● Standards: 5 - U3.1.6, 5 - U3.2.3, 5 - P4.2.1, 5 - P4.2.2
		Module 5: How can we promote ideals of the revolution? (10 days) <ul style="list-style-type: none">● Standards: 5 - U3.1.5, 5 - U3.3.1, 5 - U3.3.2, 5 - U3.3.3, 5 - U3.3.4, 5 - U3.3.5, 5 - P4.2.1, 5 - P4.2.2
		Module 6: Take Informed Action (22 days) <ul style="list-style-type: none">● Standards: 5 - P4.2.1, 5 - P4.2.2
Interim 3 - can be administered any time after completing Unit 3		

MI 6th Grade - Social Studies Year-at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language	Assessments	Unit Unpacking Guide	Talk Moves
Q-Chart	Summary Table	Teacher Reference Guide	QFT Jamboard
QFT Protocol Slides	Source Evaluation Checklist	6-12 SS Disciplinary Thinking Skills	
Processing Tools	Reading Complex Texts Guide	Discussion and Share-Out Strategies	
Remediation Opportunities	MGH Lesson Plan Template	6th Compelling & Supporting Questions	

All units occur within McGraw-Hill, which can be accessed through Clever

Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - North America	2-5	Standards: Geography 6 - G1.1.1, 6 - G1.1.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G1.3.1, 6 - G2.1.1, 6 - G2.1.2, 6 - G2.2.2, 6 - G2.2.3, 6 - G3.1.2, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.3.3, 6 - G4.4.2, 6 - G5.1.1, 6 - G5.1.2, 6 - G5.1.3, 6 - G5.2.1 Curricular Tool: McGraw-Hill Chapter 2 Lessons 1-3, Chapter 3 Lesson 1, Chapter 4 Lessons 1-2, Chapter 5 Lessons 1 & 3, Chapter 6 Lessons 1 & 3, Chapter 7 Lessons 1-2, Blank Outline Map Resources, Images located throughout Chapters 4-10 Key Content (pp. 1-6)
	5-6	Standards: Economics 6 - E1.1.1, 6 - E3.1.1, 6 - E3.1.2, 6 - E3.3.2, 6 - E3.3.1 Curricular Tool: McGraw-Hill Chapter 3 Lesson 3 & Global Connections Feature, Charts and Graphs in Resources, Chapter 4 Lessons 3 & What Do You Think Feature, Chapter 5 Lesson 3, Chapter 6 Lesson 3, Chapter 7 Lesson 3 Key Content (pp. 6-10)
	7-8	Standards: Civics and Government 6 - C1.1.1, 6 - C3.6.2, 6 - C4.3.3 Curricular Tool: McGraw-Hill Chapter 3 Lesson 2, Chapter 4 Lesson 3, Chapter 6 Lesson 3 Key Content (pp. 10-12)
2 - South America	9-11	Standards: Geography 6 - G1.1.1, 6 - G1.1.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G1.3.1, 6 - G2.1.1, 6 - G2.1.2, 6 - G3.1.2, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.2.1, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.3.3, 6 - G4.4.2, 6 - G5.1.1, 6 - G5.1.2, 6 - G5.2.1 Curricular Tool: McGraw-Hill Chapter 8 Lessons 1 & 3 and Global Connections Feature, Chapter 9 Lessons 1-3, Chapter 10 Lessons 1-2 Key Content (pp. 12-17)
	12	Standards: Economics 6 - E3.3.1, 6 - E3.1.2 Curricular Tool: McGraw-Hill Chapter 8 Lesson 3, Chapter 9 Lesson 3, Chapter 10 Lesson 3 Key Content (pp. 17-18)
	13	Standards: Civics and Government 6 - C1.1.1, 6 - C3.6.2 Curricular Tool: McGraw-Hill Chapter 8 Lesson 2 Key Content (pp. 18-19)

Week 13: Interim 1

3 - Europe	14-15	Standards: Geography 6 - G1.1.2, 6 - G1.2.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G1.2.5, 6 - G1.3.2, 6 - G2.2.1, 6 - G2.2.4, 6 - G2.2.5, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.3.3, 6 - G5.2.1 Curricular Tool: McGraw-Hill Chapter 11 Lessons 1 & 3, Chapter 12 Lessons 1 & 3, Chapter 13 Lesson 1 & 3 Key Content (pp. 19-23)
	16-17	Standards: Economics 6 - E1.1.1, 6 - E2.3.1, 6 - E3.3.1 Curricular Tool: McGraw-Hill Chapter 11 Lesson 3, Chapter 12 Lesson 3, Chapter 13 Lesson 3 Key Content (pp. 23-24)
	18-19	Standards: Civics and Government 6 - C3.6.1, 6 - C3.6.2, 6 - C4.3.2, 6 - C4.3.3 Curricular Tool: McGraw-Hill Chapter 11 Lesson 3, Chapter 12 Lesson 3, Chapter 13 Lesson 3 Key Content (pp. 23-24)
4 - Asia	20-21	Standards: Geography 6 - G1.1.2, 6 - G1.2.3, 6 - G1.2.4, 6 - G2.1.2, 6 - G2.2.1, 6 - G2.2.2, 6 - G2.2.4, 6 - G2.2.5, 6 - G3.1.1, 6 - G3.2.1, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.3, 6 - G5.1.1, 6 - G5.1.2, 6 - G5.2.1, 6 - G5.2.2 Curricular Tool: McGraw-Hill Chapter 14 Lessons 1 & 3 and Global Connections Feature, Chapter 15 Lessons 1 & 3, Chapter 16 Lessons 1 & 3 Key Content (pp. 24-30)
	22-23	Standards: Economics 6 - E1.1.1, 6 - E2.3.1, 6 - E3.3.1, 6 - E3.3.3 Curricular Tool: McGraw-Hill Chapter 14 Lesson 3, Chapter 15 Lesson 3, Chapter 16 Lesson 3 Key Content (pp. 30-31)
	24-25	Standards: Civics and Government 6 - C3.6.1, 6 - C4.3.2, 6 - C4.3.3 Curricular Tool: McGraw-Hill Chapter 14 Lesson 3, Chapter 15 Lesson 3, Chapter 16 Lesson 3 Key Content (pp. 31-32)

Week 25: Interim 2

5 - Middle East	26-27	Standards: Geography 6 - G1.1.2, 6 - G1.2.3, 6 - G4.1.2, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.3.3, 6 - G4.4.1, 6 - G4.4.2, 6 - G5.1.1, 6 - G5.1.3, 6 - G5.1.4, 6 - G5.2.1 Curricular Tool: McGraw-Hill Chapter 17 Lessons 1 & 3, Chapter 18 Lessons 1 & 3 Key Content (pp. 31-36)
	28	Standards: Economics 6 - E1.1.1, 6 - E2.3.1, 6 - E3.1.1, 6 - E3.3.1 Key Content (pp. 36-38)
	29	Standards: Civics and Government 6 - C3.6.2, 6 - C4.3.1, 6 - C4.3.2 Key Content (pp. 38-39)

6 - Africa	30-31	<p>Standards: Geography 6 - G1.1.2, 6 - G1.2.1, 6 - G1.2.3, 6 - G1.2.6, 6 - G2.1.3, 6 - G2.2.1, 6 - G3.2.1, 6 - G4.1.1, 6 - G4.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.4.1, 6 - G4.4.2, 6 - G5.1.16 - G5.1.3, 6 - G5.1.4, 6 - G5.2.1</p> <p>Curricular Tool: McGraw-Hill Chapter 19 Lessons 1-3, Chapter 20 Lessons 1-3 and Global Connections Feature, Chapter 21 Lessons 1-3 and What Do You Think Feature, Chapter 22 Lesson 1, Chapter 23 Lessons 1-2</p> <p>Key Content (pp. 40-45)</p>
	32	<p>Standards: Economics 6 - E2.3.1, 6 - E3.1.1, 6 - E3.3.1</p> <p>Curricular Tool: McGraw-Hill Charts and Graphs in Resources, Chapter 19 Lesson 3, Chapter 20 Lesson 3, Chapter 21 Lesson 3, Chapter 22 Lesson 3, Chapter 23 Lesson 3</p> <p>Key Content (p. 45)</p>
	33	<p>Standards: Civics and Government 6 - C3.6.2, 6 - C4.3.1, 6 - C4.3.2</p> <p>Curricular Tool: McGraw-Hill Charts and Graphs in Resources, Chapter 19 Lesson 3, Chapter 20 Lesson 3, Chapter 21 Lesson 3, Chapter 22 Lesson 3, Chapter 23 Lesson 3</p> <p>Key Content (p. 46)</p>
7 - Australia and New Zealand	34-35	<p>Standards: Geography 6 - G1.2.1, 6 - G1.2.3, 6 - G2.1.3, 6 - G4.3.1, 6 - G4.3.2, 6 - G4.1.3, 6 - G4.1.4, 6 - G4.4.1, 6 - G4.4.2, 6 - G5.1.3, 6 - G5.1.4, 6 - G5.2.1, 6 - G6.1.1, 6 - G6.1.2, 6 - G6.1.3</p> <p>Curricular Tool: McGraw-Hill Chapter 24 Lessons 1-3 and Global Connections Feature</p> <p>Key Content (pp. 46-51)</p>
	36	<p>Standards: Economics 6 - E3.3.1, 6 - E3.3.2</p> <p>Curricular Tool: McGraw-Hill Chapter 24 Lesson 3</p> <p>Key Content (p. 51)</p>
	37	<p>Standards: Civics and Government 6 - C4.3.2</p> <p>Curricular Tool: McGraw-Hill Chapter 24 Lesson 3</p> <p>Key Content (p. 51)</p>
Week 37: Interim 3		

MI 7th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

[Social Studies Standard Language](#) [Assessments](#) [Unit Unpacking Guide](#) [Talk Moves](#)
[Q-Chart](#) [Summary Table](#) [Teacher Reference Guide](#) [QFT Jamboard](#) [QFT Protocol Slides](#)
[Source Evaluation Checklist](#) [6-12 SS Disciplinary Thinking Skills](#) [Processing Tools](#)
[Reading Complex Texts Guide](#) [Discussion and Share-Out Strategies](#) [SBG Schools](#)
[Remediation Opportunities](#) [MGH Lesson Plan Template](#) [7th Compelling & Supporting Questions](#)

All units occur within McGraw-Hill, which can be accessed through Clever.

Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Foundations of Historical Thinking	1-3	Standards: 7 - H1.1.1, 7 - H1.2.1, 7 - H1.2.5 Curricular Tool: McGraw-Hill Chapter 1 Lessons 1-2 Key Content (pp. 1-3)
2 - Era 1 The Beginnings of Human Society	4-6	Standards: 7 - W1.1.1, 7 - W1.1.2, 7 - W1.2.1, 7 - W1.2.2, 7 - W1.2.3 Curricular Tool: McGraw-Hill Chapter 3 Lessons 1-2 Key Content (pp. 3-5)
3 - Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples	7-10	Standards: 7 - W2.1.1, 7 - W2.1.2, 7 - W2.1.3, 7 - W2.1.4, 7 - W2.1.5, 7 - W2.1.6 Curricular Tool: McGraw-Hill Chapter 4 Lesson 1, Chapter 5 Lessons 1-2, Chapter 9 Lesson 1, Chapter 10 Lessons 1 & 3 Key Content (pp. 6-11)
Week 10: Interim 1		
4 - Era 3 Classical Traditions	11-17	Standards: 7 - W3.1.1, 7 - W3.1.2, 7 - W3.1.3, 7 - W3.1.4, 7 - W3.1.5, 7 - W3.1.6, 7 - W3.1.7, 7 - W3.1.8, 7 - W3.1.9, 7 - W3.1.10, 7 - W3.1.11 Curricular Tool: McGraw-Hill Chapter 7 Lessons 1-4, Chapter 8 Lessons 1-4, Chapter 10 Lesson 3, Chapter 11 Lessons 3-4, Chapter 12 Lessons 1-3, Chapter 16 Lesson 2 Key Content (pp. 11-15)
5 - World Religions	18-19	Standards: 7 - W3.2.1, 7 - W3.2.2 Curricular Tool: McGraw-Hill Chapter 6 Lessons 1 & 3, Chapter 9 Lesson 2, Chapter 10 Lessons 2-3, Chapter 13 Lessons 1-3, Chapter 14 Lesson 1 Key Content (pp. 16-18)
Week 19: Interim 2		
6 - Investigation and Analysis	20-22	Standard: 7 - G3.1.1 Curricular Tool: McGraw-Hill Chapters 1, 12, 17 Key Content (pp. 19-21)
7 - Case Studies	26-28	Standards: 7 - W4.1.1, 7 - W4.1.2, 7 - W4.1.3

<p>from Three Continents Europe, Africa, North America to 1500</p>		<p>Curricular Tool: McGraw-Hill Chapter 12 Lessons 2-3, Chapter 15, Chapter 16, Chapter 20 Lessons 1-2, Chapter 21 <u>Key Content (pp. 21-26)</u></p>
<p>Week 28: Interim 3</p>		

MI 8th Grade - Social Studies Year-at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

[Social Studies Standard Language](#) [Assessments](#) [Unit Unpacking Guide](#) [Talk Moves](#)
[Q-Chart](#) [Summary Table](#) [Teacher Reference Guide](#) [QFT Jamboard](#) [QFT Protocol Slides](#)
[Source Evaluation Checklist](#) [6-12 SS Disciplinary Thinking Skills](#) [Processing Tools](#)
[Reading Complex Texts Guide](#) [Discussion and Share-Out Strategies](#) [SBG Schools](#)
[Remediation Opportunities](#) [MGH Lesson Plan Template](#) [8th Compelling & Supporting Questions](#)

All units occur within McGraw-Hill, which can be accessed through Clever.

Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Creating New Governments and a New Constitution	1-7	Standards: F1.1, F1.2, F1.3, 8 - U3.3.1, 8 - U3.3.2, 8 - U3.3.3, 8 - U3.3.4, 8 - U3.3.5, 8 - U3.3.6, 8 - U3.3.7 Curricular Tool: McGraw-Hill Chapter 3 Lessons 1-4, Chapter 4 Lessons 1-4, Chapter 5 Lessons 1-4, Chapter 7 Lessons 1-4, Chapter 8 Lessons 1-2 Key Content (pp. 1-5)
Week 7: Interim 1		
2 - Challenges to an Emerging Nation	8-12	Standards: 8 - U4.1.1, 8 - U4.1.2, 8 - U4.1.3, 8 - U4.1.4 Curricular Tool: McGraw-Hill Chapter 9 Lessons 2-3, Chapter 10 Lessons 1-4, Chapter 11 Lesson 3, Chapter 12 Lessons 1-3 Key Content (pp. 6-8)
3 - Regional and Economic Growth	13-15	Standards: 8 - U4.2.1, 8 - U4.2.2, 8 - U4.2.3, 8 - U4.2.4 Curricular Tool: McGraw-Hill Chapter 10 Lesson 2, Chapter 11 Lessons 2-3, Chapter 13 Lessons 1 & 3-4, Chapter 14 Lessons 1-4, Chapter 16 Lessons 1-2 Key Content (pp. 8-11)
4 - Reform Movements	16-18	Standards: 8 - U4.3.1, 8 - U4.3.2, 8 - U4.3.3, 8 - U4.3.4, 8 - U4.3.5 Curricular Tool: McGraw-Hill Chapter 15 Lessons 1-3, Chapter 16 Lessons 1-2 Key Content (pp. 11-13)
Week 18: Interim 2		
5 - The Coming of the Civil War	19-25	Standards: 8 - U5.1.1, 8 - U5.1.2, 8 - U5.1.3, 8 - U5.1.4, 8 - U5.1.5, 8 - U5.1.6 Curricular Tool: McGraw-Hill Chapter 7 Lessons 1-2, Chapter 10 Lesson 3, Chapter 11 Lesson 3, Chapter 12 Lessons 1 & 3, Chapter 14 Lesson 4, Chapter 15 Lesson 2, Chapter 16 Lessons 1-3 Key Content (pp. 13-15)
6 - Civil War	26-31	Standards: 8 - U5.2.1, 8 - U5.2.2, 8 - U5.2.3, 8 - U5.2.4, 8 - U5.2.5 Curricular Tool: McGraw-Hill Chapter 16 Lesson 3, Chapter 17 Lessons 1-5 Key Content (pp. 15-18)
7 - Reconstruction	32-36	Standards: 8 - U5.3.1, 8 - U5.3.2, 8 - U5.3.3, 8 - U5.3.4, 8 - U5.3.5 Curricular Tool: McGraw-Hill Chapter 17 Lesson 1, Chapter 18 Lesson 1-5



[Key Content \(pp. 18-20\)](#)

Interim 3: Administer 4 weeks prior to the state test

MI 3rd Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language	InquirED Onboarding Support	Unit Unpacking Guide
Inquiry Journeys and Google Classroom	Inquiry Based Teaching Practices	Interims
Virtual QFT Jamboard	Inquiry Journeys Lesson Prep Guide	Discussion Strategies
Processing Tools/Graphic Organizers	Interim Standard Locations	MI 3rd Grade Crosswalk
Read Aloud Book List	Standard Locations in Inquiry Journeys	

All modules occur within inquirED, which can be accessed through Clever.

For more information on learning outcomes and checkpoint assessments, see the unit maps available on the InquirED Platform.

Unit	Weeks ¹	Module & Standards
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Global Connections How can we act as global citizens?	2-12	Module 1: Launch (4 days) <ul style="list-style-type: none">Standards: P2.1, 3 - G1.0.3
		Module 2: What stories do maps tell? (6 days) <ul style="list-style-type: none">Standards: 3 - G1.0.1, 3 - G1.0.2, 3 - G1.0.3
		Module 3: How is culture shaped by geography? (8 days) <ul style="list-style-type: none">Standards: P2.4, P2.5, 3 - G1.0.2
		Module 4: How are we connected to people and places through what we produce and consume? (6 days) <ul style="list-style-type: none">Standards: 3 - G4.0.1, 3 - G4.0.3, 3 - G5.0.2, 3 - E1.0.1, 3 - E1.0.3, 3 - E1.0.4, 3 - E2.0.1, 3 - E3.0.1
		Module 5: How am I part of a global community? (8 days) <ul style="list-style-type: none">Standards: 3 - G4.0.3, 3 - E3.0.1, 3 - P4.2.2
		Module 6: Take Informed Action (22 days) <ul style="list-style-type: none">Standards: 3 - P4.2.1, 3 - P4.2.2
Interim 1 - can be administered any time after completing Unit 1		
2 - Our State's History How can we help tell the story of our state?	13-24	Module 1: Launch (4 days) <ul style="list-style-type: none">Standards: P1.1, P2.1, P2.2, P2.5, 3 - H3.0.1, 3 - H3.0.10, 3 - G4.0.1, 3 - G4.0.4
		Module 2: How do connections to the land shape ways of life? (6 days) <ul style="list-style-type: none">Standards: 3 - H3.0.4, 3 - H3.0.5, 3 - G4.0.4, 3 - G5.0.1, 3 - G5.0.2
		Module 3: How did European exploration and settlement shape the story of our state? (6 days) <ul style="list-style-type: none">Standards: P2.5, 3 - H3.0.3, 3 - H3.0.7, 3 - H3.0.9, 3 - H3.0.10, 3 - G1.0.2

¹ Based on 45-minutes of daily instruction.

		Module 4: How is the struggle for freedom part of our story? (8 days) <ul style="list-style-type: none">Standards: P2.4, P1.4, 3 - H3.0.6, 3 - H3.0.8, 3 - G4.0.2, 3 - C5.0.1, 3 - P3.1.3
		Module 5: Why is it important to ask critical questions about historical sources? (10 days) <ul style="list-style-type: none">Standards: P1.4, P2.4, P3.3, 3 - H3.0.1, 3 - H3.0.2, 3 - P3.1.1, 3 - P4.2.1, 3 - P4.2.2
		Module 6: Take Informed Action (24 days) <ul style="list-style-type: none">Standards: 3 - P4.2.1, 3 - P4.2.2
Interim 2 - can be administered any time after completing Unit 2		
3 - Migration and Movement How can we honor and respect our many cultures?	25-36	Module 1: Launch (4 days) <ul style="list-style-type: none">Standards: P2.1, P2.3, P2.4
		Module 2: What happens when you leave your home for a new place? (6 days) <ul style="list-style-type: none">Standards: 3 - G4.0.2, 3 - G4.0.3, 3 - E1.0.5
		Module 3: What timeless themes exist across stories of immigration? (8 days) <ul style="list-style-type: none">Standards: P1.1, 3 - G4.0.2
		Module 4: How do we stay true to who we are when things around us change? (6 days) <ul style="list-style-type: none">Standards: P1.1, P1.4
		Module 5: How does multiculturalism enrich our communities? (8 days) <ul style="list-style-type: none">Standards: 3 - P3.3.1, 3 - P4.2.2
		Module 6: Take Informed Action (22 days) <ul style="list-style-type: none">Standards: 3 - P4.2.1, 3 - P4.2.2
Interim 3 - can be administered any time after completing Unit 3		

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 guardian 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.

Position Title: Academic Intervention Coach
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

At National Heritage Academies (NHA), the academic intervention Coach is dedicated to achieving the purpose of “transforming the lives of students and enriching communities by delivering high-quality educational choice to families”. The role of the Academic Intervention Coach is to design and implement systematic intervention, develop staff, and manage grant-funded programs within the school structure. The goal of this position is to ensure high-quality learning for every student in every classroom every day by growing teachers’ skill, capacity, and effectiveness and creating effective collaboration between teachers. Properly executed, the leadership of the Academic Intervention Coach improves student learning growth, increases college readiness, and enhances school health as measured by academic, financial, and cultural metrics. The academic intervention coach role is pivotal in realizing these school and organizational goals.

DUTIES AND RESPONSIBILITIES:

- Design and implement the school’s systematic intervention program around the 6 Key Practices of Systematic Intervention in the Schoolwide Framework to drive continuous student growth.
- Develop an effective intervention team, including classroom teachers, paraprofessionals, at-risk teachers, academic specialists, and school leadership through ongoing, differentiated support and professional development.
- Work collaboratively with the intervention services consultants and principal to ensure funding decisions are strategic and compliance-related tasks are completed.
- Analyze progress monitoring data regularly and evaluate system effectiveness.
- Teach, model, and coach others to effectively administer and implement intervention tools.
- Develop, support, and maintain a safe, engaging culture focused on student learning.
- Master and model all aspects of the Classroom Framework of Instructional Practice.
- Build relationships with and among teachers and invest in the professional success of all staff members.
- Routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure that all student needs are met.
- Promote, model, and reinforce all NHA and school procedures (e.g., School-wide Behavioral System, Behave with Care, Moral Focus).
- Manage parent relationships.
- Lead wing PLC meetings using data and state standards.
- Oversee summer school learning program and provide tutor services (not required, available with additional pay based on grant resources and funding).
- Occasional travel required.
- Additional duties as assigned.

QUALIFICATIONS:

- College diploma (BA or equivalent) or higher in education or related field.
- School Administrator Licensure in states where this is required; 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.

- 3-5 years' experience in teaching as well as 1-year previous school leadership experience.
- Experience working with at-risk students is strongly preferred.
- Experience coordinating Title 1/Response to Intervention (RTI) Programs.
- Strong written and verbal skills.
- Self-motivated, with the ability to see complex projects through from start to finish.
- Highly developed interpersonal skills.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e. boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

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Position Title: Academic Specialist
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an academic specialist to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. With our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- Believe that all children can and will learn at high levels.
- Supports, supplements, and extends classroom teaching, and works collaboratively to implement a quality intervention program that is research-based and meets the needs of at-risk students.
- Uses specialized knowledge of assessment and diagnosis for developing, implementing, and evaluating academic interventions for individual students.
- Assess the strengths and needs of students and provide that information to classroom teachers, parents, and specialized personnel such as psychologists, special educators, or speech and language pathologists in order to provide effective instruction.
- Acts as a resource to other educators, parents, and the community.
- Reviews test scores and diagnostic assessments to help determine eligibility for intervention services.
- Monitors student progress for the purpose of providing feedback on a regular basis to students, teachers, and parents, and determining intervention effectiveness so modifications can be made to student plans as appropriate.
- Groups and schedules students according to student needs.
- Provides instruction to individual or small groups of students using research-based best practices for intervention instruction of core content subjects.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Manages allotted learning time to maximize student achievement.
- Completes necessary paperwork (including student plans and logging services) accurately and completely as required by the law and school.
- Collects, analyzes, and prepares data for the purpose of interpretation and reporting.

QUALIFICATIONS:

- Experience teaching in a K-8 school-based role.
- Proven track record of closing reading and/or math skill gaps for students who are significantly below grade level.
- Master's degree in education with a focus in reading and/or mathematics education preferred.
- Appropriate licensure/certification by state law
- Knowledge of researched-based best practices and experience with successful implementation of those strategies with at-risk students.

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and create and interpret graphs.
- Apply mathematical concepts to practical situations.
- Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school objectives and the needs and abilities of students.
- Establish and maintain effective relationships with students, peers, and parents; skill in oral and written communication.
- Perform duties with awareness of all National Heritage Academies (NHA) requirements and School Board policies.
- Use technology for instructional purposes and to teach current technology skills and the use of technology tools for the grade level.
- Apply knowledge about legal issues to the work setting.
- Criminal background check

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform essential physical functions.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Achievement and Behavior Support Specialist
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an achievement and behavior support specialist to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- Provide direct services to facilitate full participation in the academic program.
- Develop individualized behavior and academic plans for identified students.
- Collaborate with classroom teachers and academic specialists to create and execute intervention plans.
- Implement the responsible thinking process with fidelity to allow students to proactively make college-bound choices – daily encouragers, community builders, and progress monitors.

QUALIFICATIONS:

- Appropriate licensure/certification by state law.
- Decisive leadership skills and school culture development skills is preferred.
- Experience managing student behavior and assisting educators with behavior management is preferred.
- Criminal background check

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is regularly required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities for this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform essential physical functions.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.
- The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: At Risk Teacher
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an at-risk teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- Provide instructional support services to students who are identified as eligible for intervention services through the use of assessments and eligibility criteria set by the school.
- Collaborate with classroom teachers.
- Serve as a conduit for communication to the at-risk students' parents by providing regular, clear and understandable progress reports on intervention services provided.

QUALIFICATIONS:

- Must hold a valid teacher license in K-8 for the state in which you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Candidates with experience working with at-risk students – preferred, if applicable to the school.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Attendance Liaison
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

The purpose of the Attendance Liaison is to ensure eligible Title I students are successful in their academic achievement. The Attendance Liaison actively works to support Title I students and parents/guardians of Title I students through proactive attendance monitoring and strategies to reduce chronic absenteeism to achieve academic success. The Attendance Liaison works collaboratively with parents/guardians of Title I students to ensure barriers to attendance are reduced or removed to increase student academic achievement.

DUTIES AND RESPONSIBILITIES:

- Proactively monitor student attendance to avoid chronic absenteeism
- Coordinate outreach efforts, including phone calls and home visits to parents/guardians of Title I students to improve attendance. Outreach efforts will be focused on Title I students whose academic achievement is impacted by being chronically tardy, truant, or absent.
- This position is supplementary and the district responsibilities regarding attendance are handled at the administrator level.
- Implement and support a system of school, family, and community partnerships to remove the attendance barrier in an effort to impact Title I students' learning
- Provide education opportunities for parents/guardians of Title I students (parenting class)

QUALIFICATIONS:

- There are not any educational or certification requirements.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

None.

WORK ENVIRONMENT:

None.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Bus Liaison
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a Bus Liaison to one of our NHA partner schools.

DUTIES AND RESPONSIBILITIES:

- Provide supervision to students, K-8th grade, in the lunchroom and on the playground, monitor behavior, and advise students to follow safe practices in all situations.
- Support the school in assisting with transportation logistics.
- Work as the liaison between the district busing department and parent questions/concerns.
- Support recess and lunch coverage as needed.

QUALIFICATIONS:

- Experience supervising children ages 5 to 17.
- Experience organizing recreation activities.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None - does not supervise employees.
- Oversees before and after school supervision of students including coordination of Bus Monitors and Before and After School Bus Aides, as applicable.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is often required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate but can be loud at times.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Bus Monitor
Reports To: Bus Liaison or Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a Bus Monitor to one of our NHA partner schools.

DUTIES AND RESPONSIBILITIES:

- Provide supervision to students, K-8th grade, in the lunchroom and on the playground, monitor behavior, and advise students on safe practices in all situations.
- Participate on bus routes with students and bus driver.
- Provide supervision to students, monitor and advise on safe practices and behaviors, and provide encouragement and discipline as appropriate.
- Communicate with parents and school office on delays or issues.

QUALIFICATIONS:

- Prior experience supervising children ages 5 to 17 and organizing recreation activities.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is often required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate but can be loud at times.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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Position Title: College and Career Intervention Coach
Reports To: Principal
Employed By: NHA
Date Reviewed: February 1, 2025

SUMMARY:

The College and Career Intervention Coach supports the development of academic and soft skills to develop the college and career readiness of all students. The College and Career Intervention Coach works in tandem with school staff and community stakeholders to develop and implement interventions that holistically support students as they aim to overcome barriers and become future ready. The College and Career Intervention Coach monitors student progress towards college access goals and all required graduation outcomes in collaboration with school staff and student families, paying particular attention to the unique needs of first generation and students at risk of a successful secondary and postsecondary outcome.

DUTIES AND RESPONSIBILITIES:

- Develop activities and interventions to support the growth of student academic skills, soft skills, and career/college readiness skills; developing student mindsets and behaviors that lead to success.
- Collaborate with school staff and community stakeholders to define the needs and barriers facing students.
- Uphold the integrity of the college preparatory mission of the school by providing support, experiences, and resources that give students access to college opportunities.
- Host college representative visits, organize college campus visits and stay apprised of developments in college admission practices.
- Provide a variety of college advising services to students, including individual student meetings, classroom lessons, and college preparation events.
- Provide Tier 2 and Tier 3 interventions to ensure college going needs are met for first generation, and/or at-risk students.
- Coach students and families through the financial aid process, ensuring graduating students and their families complete FAFSA and understand the cost of college as well as the opportunities to make college more affordable.
- Track student college application progress, college acceptances, and scholarship awards.
- Provide required college application documents including transcripts, school profiles, and recommendations.
- Monitor student progress towards all required graduation outcomes.
- Additional fair share responsibilities as assigned.
- Light travel is required for professional development meetings and college campus visits.

QUALIFICATIONS:

- BA or higher, from an accredited college or university
- School Counselor License (SCL) or School Counselor Endorsement (NT) preferred (only required if state requires)
- Supervisory experience, preferred NA
- Knowledge of general computer systems and applications; ability to travel to regional professional development trainings; effective communication skills – in writing and in-

person; ability to work independently and manage time and tasks; ability to collaborate with district and building colleagues, families, and community partners.

- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- Works full 12-month schedule

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: College and Career Readiness Counselor
Reports To: Dean
Employed By: NHA
Date Reviewed: March 3, 2025

SUMMARY:

The College and Career Readiness Counselor (“Counselor”) works as an advocate for all students, supporting the development of the mindsets and behaviors that increase student academic and social-emotional skills with the aim of ensuring that students are college and career ready. The Counselor works in tandem with school staff and community stakeholders to develop and implement a counseling program that holistically supports students as they aim to overcome barriers and become future ready. The Counselor monitors student progress towards college access goals and all required graduation outcomes in collaboration with school staff and student families. Finally, the school Counselor works to ensure that the early college program runs smoothly, supporting students, staff, and families while maintaining a positive partnership with the early college post-secondary partner institution.

DUTIES AND RESPONSIBILITIES:

- Work as an advocate for all students and support the development of student academic, social/emotional, and career/college readiness skills, mindsets, and behaviors.
- Collaborate with school staff and community stakeholders to define the needs and barriers facing students.
- Deliver, manage, and assess a school counseling program that holistically supports students and their needs.
- Uphold the integrity of the college preparatory mission of the school by providing support, experiences, and resources that give students access to college opportunities:
 - Provide a variety of college advising services to students, including individual student meetings, classroom lessons, and college preparation and financial aid events.
 - Host college representative visits, organize college campus visits and stay apprised of developments in college admission practices and financial aid requirements.
 - Provide required college application documents including transcripts, school profiles, and Counselor recommendations.
 - Track application progress, college acceptances, and scholarship awards
- Monitor student progress towards all required graduation outcomes.
- Ensure that the early college program runs smoothly, supporting students, staff, and families.
- Maintain a positive partnership with the early college post-secondary partner institution(s).
- Additional responsibilities as assigned.
- Maintain all requirements necessary for school counselor licensure or endorsement.
- Light travel is required for professional development meetings and college campus visits.

QUALIFICATIONS:

- Master's Degree preferred (only required if state requires)
- School Counselor License (SCL) or School Counselor Endorsement (NT) required in Michigan. Licensure may be required in other states.

- Supervisory experience, preferred but not required
- Knowledge of general computer systems and applications; ability to travel to regional professional development trainings; effective communication skills – in writing and in-person, ability to work independently and manage time and tasks, ability to collaborate with district and building colleagues, families, and community partners.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None

PHYSICAL DEMANDS:

- None

WORK ENVIRONMENT:

- Works full 12 months out of the year.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Dean
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

At National Heritage Academies (NHA), the Dean is dedicated to achieving the purpose of “transforming the lives of students and enriching communities by delivering high-quality educational choice to families”. The Dean’s goal is to ensure high quality learning for every student in every classroom every day by growing teacher skill, capacity, and effectiveness and creating effective collaboration between teachers. Properly executed, the leadership of the Dean improves student learning growth, increases college readiness, and enhances school health as measured by academic, financial, and cultural metrics. The Dean role is pivotal in realizing these school and organizational goals.

DUTIES AND RESPONSIBILITIES:

- Develop, support, and maintain a safe, engaging culture focused on student learning.
- Master and model all aspects of the Classroom Framework of Instructional Practice.
- Build relationships with and among teachers and invest in the professional success of all staff members.
- Coach teachers towards instructional mastery and provide ongoing, differentiated support based on teacher skill, experience, and needs, using the Classroom Framework as the blueprint.
- Manage and hold teachers accountable to college readiness through teacher development (e.g., observations, full lesson observations, goal setting, O3s, coaching).
- Routinely analyze student, class, and wing data to drive instruction, student growth, and professional development to ensure that all student needs are met.
- Promote, model, and reinforce all NHA and school procedures (e.g., School-wide Behavioral System, Behave with Care, Moral Focus).
- Manage parent relationships.
- Participate in recruitment and on-boarding efforts for direct reports.
- Administer annual evaluations.
- Lead wing PLC meetings using data and state standards.
- Oversee summer school learning program and provide tutor services (not required, available with additional pay based on grant resources and funding).
- Occasional travel required.
- Additional duties as assigned.

QUALIFICATIONS:

- College diploma (BA or equivalent) or higher in education or related field.
- School Administrator Licensure in states where this is required; 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.
- Bachelor’s degree and a minimum of 3-5 years’ experience in teaching as well as previous school leadership experience as an instructional coach, assistant principal, interim dean, content

- leader, new teacher mentor etc.
- Experience working with at-risk students – strongly preferred.
- Strong written and verbal skills.
- Self-motivated, with the ability to see complex projects through from start to finish.
- Highly developed interpersonal skills.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- Directly supervise a group of teachers and support staff.
- Carry out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning, and directing work.
- Appraising performance, rewarding, and disciplining employees.
- Addressing complaints and resolving problems.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e., boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- The employee is required to hear from a distance and to identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Early College Coordinator
Reports To: Principal
Employed By: NHA
Date Reviewed: February 1, 2025

SUMMARY:

The Early College Coordinator's purpose is to provide college access and opportunities to students who would not normally have access to college and/or students who experience barriers to college success. The Early College Coordinator is responsible for coordinating and supporting the vision for the early college program while supporting every early college student. The Early College Coordinator collaborates with high school, college, and district staff to ensure that students and their families have a smooth, empowering, and growth-filled experience from pre-program to post-program.

DUTIES AND RESPONSIBILITIES:

- Be knowledgeable about multiple facets of the Early College program: program requirements, the opportunities available to students, and state reporting requirements.
- Serve as a program ambassador, sharing the program and its benefits with students, families, and stakeholders.
- Assist students with program and college applications.
- Actively monitor student grades and participation in Early College courses.
- Ensure and coordinate that the Early College program runs smoothly.
- Support students in completing a five-year educational development plan, adapting when needed as students progress through the program.
- Meet and communicate with parents about Early College student progress.
- Maintain a positive partnership with the early college post-secondary partner institution(s)
- Serve as a liaison between the high school, the students, and the college partner to:
 - Schedule students in college courses and arrange high school-hosted college courses.
 - Purchase required course texts and supplies.
 - Schedule campus visits and experiences for current and prospective early college students.
 - Troubleshoot issues and possible program or student status changes.
 - Process college grades and transcript updates
- Assist in state-required count and compliance paperwork and system updates.
- Assist the College and Career Readiness Counselor to run an annual bootcamp/orientation program.
- Work alongside the College and Career Readiness Counselor to address program needs.
- Assist students with practical needs: food service, transportation needs, and 504/IEP accommodations at the college level.
- Address college course attendance issues with students and families.

QUALIFICATIONS:

- Associates or some college required; B.A. (or higher) preferred, from an accredited college or university.
- Supervisory experience, preferred.

- Knowledge of general computer systems and applications.
- Ability to travel to regional professional development trainings.
- Effective communication skills – in writing and in-person.
- Ability to work independently and manage time and tasks.
- Ability to collaborate with district and building colleagues, families, and college partners.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- Work/home office space conducive to professional work; MI in-state travel as required to support student Early College experience.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Early College Success Teacher
Reports To: Dean
Employed By: NHA
Date Reviewed: June 21, 2023

SUMMARY:

The Early College Success Teacher will develop and implement supplemental support systems and resources to ensure high-quality advising and mentoring services are provided to all students in the Early College Program during their advisory period. All interventions and resources will aim to ensure the success of all Early College students in grades 9-13, particularly those most at-risk of academic failure.

DUTIES AND RESPONSIBILITIES:

- Plan and provide instruction to early college students during their early college advisory course
- Provide whole class instruction and individual student support
- Teach soft skills and strong student practices, coaching students to apply new skills to their college and high school classes
- Be knowledgeable about the Early College program, program requirements, the opportunities available to students, and state reporting requirements.
- Support the success of students beginning the program and a new college semester; ensuring that they are properly connected to the college online tools, email, course pages, and any course-specific needs.
- Collaborate with the Early College Coordinator and/or College and Career Readiness Counselor to surface individual student needs, student progress, and program-wide needs.
- Communicate with the Early College partner institution about student opportunities and any troubleshooting issues.
- Mentor and support students as they navigate the day-to-day responsibilities of college courses.
- Monitor student progress and attendance.
- Refer students to both high school and college provided resources as needed: tutoring services, career services, etc.
- Assist students with practical needs: food service, transportation needs, and 504/IEP accommodations at the college level.
- Answer parent questions about student progress in Early College classes.
- Assist in Early College Orientation/Bootcamp planning and delivery.

QUALIFICATIONS:

- BA or higher, from an accredited college or university.
- Must hold a valid teaching license for the grade level of the class being offered.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.

- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Educational Technology Coordinator (ETC)
Reports To: Principal
Employed By: NHA
Date Reviewed: May 3, 2023

SUMMARY:

ETC's are in K-8 buildings part-time and are solely focused on managing and maintaining student technology (i.e., Chromebooks). As the Educational Technology Coordinator (ETC), you will support technology for students, families, and staff to provide a consistent learning environment for both in-school and virtual learning.

This is a part time position.

DUTIES AND RESPONSIBILITIES:

- Manage school-based technology, including student Chromebooks, to support in-school and virtual learning.
- Manage the deployment of technology for the school, including the yearly refresh process for Chromebooks.
- Provide technical support and initial troubleshooting to NHA students, families, and staff to ensure consistent access to online learning resources.
- Perform hardware repairs such as but not limited to Chromebook repairs and other devices critical for virtual learning.
- Collaborate with the school's leadership team and technology teacher/LTS to provide professional development on new technology.
- Responsible for managing/repairing school-based technology, providing technical support (e.g., hardware repairs such as but not limited to Chromebook repairs and other devices critical for virtual learning).
- Be a liaison for all things related to technology at the school by being the voice of NHA's IT Department to effectively communicate and apply NHA's Technology Model to desired school- based technology implementations.
- Ongoing interest in technology solutions, and desire to stay current with the ever-evolving landscape.

QUALIFICATIONS:

- High School Diploma required.
- Preferred associate or bachelor's degree in education, technology, or in pursuit of similar degree.
- Ability to communicate and work effectively with parents, staff, and students.
- Ability to explain technical concepts to non-technical individuals.
- Multi-tasker, detail-oriented, and strong organizational skills.
- To learn more about Chromebook repairs, please [click here](#).
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.

- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: English Language Learners Paraprofessional
Reports To: Academic Intervention Coach
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Under the supervision of a classroom teacher, paraprofessionals provide instructional assistance to students in need of academic intervention services. The services provided should lead to a significant growth in student test results.

DUTIES AND RESPONSIBILITIES:

- Prepare daily lesson plans for students under the direction of immediate supervisor and/or classroom teacher for English language learners.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor
- Complete daily logs.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

QUALIFICATIONS:

- Associate's degree or higher; or completed at least 60 credit hours of higher education as defined by the institution or higher education (MI only); or pass the ParaPro assessment (ACT WorkKeys, MTTC basic skills or ETS exam).
- No certificates or licenses needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions in written, oral, diagram, or schedule form.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: English Language Learners (ELL) Teacher
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an English language learners teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- NHA provides instructional support services to students who are identified as eligible for language support services by assessments and eligibility criteria set by the school.
- Additional duties as assigned.
- Participate collaboratively and professionally with fellow teachers and support staff to meet the goals and individual needs of each student.
- Create, manage, and participate in a variety of professional development and orientation activities.
- Additional duties as assigned.

QUALIFICATIONS:

- Must hold a valid teacher license in the applicable grade level for the state in which you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- TESOL certification or NS endorsement (English as a Second Language endorsement) is preferred.
- Self-guided and decisive educators who exhibit cultural awareness and creativity.
- Experience with ELL students is strongly preferred.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Instructional Coach
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as an instructional coach at one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. With our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- Provide consistent instructional support and guidance to school staff. Conduct individual, bi-weekly meetings with each classroom teacher.
- Executes classroom visits and supplies feedback concerning curriculum, instruction and assessment to help educators grow and excel in the classroom.
- Other duties as assigned.

QUALIFICATIONS:

- Must hold a valid teacher license or meet alternative requirements in the state you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential physical functions.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Library Technology Aide
Reports To: Dean
Employed By: NHA
Date Reviewed: March 20, 2024

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a library technology aide.

DUTIES AND RESPONSIBILITIES:

- Analyze the collection to order new books to add to the collection.
- Assist teachers in promoting reading and guide students in the individual choice of books for recreation and research reading to promote lifelong learning by fostering a positive attitude.
- Assist the LTS in end-of-year Moral Focus Library and central Library inventory.
- Facilitate library classes in partnership with the Library Technology Specialist (LTS).
- Assist the LTS in maintaining the library collection by: cataloging books, creating spine labels, barcoding books, shelving, organizing, weeding, repairing books, and keeping track of library fines or lost books.
- Assist the LTS by making resources available to students and teachers through a systematically developed and organized collection of library materials.
- Assist the LTS by checking in/out books, putting books on hold, and assisting patrons with how to find books using the Dewey Decimal Classification system.
- Assist the LTS with the Moral Focus Library and complete end-of-year inventory.
- Per teacher request choose and select age-appropriate books to align to curricular topic of study.
- The Library Technology Aide (LTA) works cooperatively with the Library Technology Specialist (LTS) to manage the central library and assist the LTS in managing the school's technology.
- Uphold expectations of Acceptable Use policy as outlined in the NHA Parent/Student Handbook for use of library and media resources.

QUALIFICATIONS:

- Add, subtract, multiply and divide all units of measure, using whole numbers, common fractions, and decimals.
- Apply mathematical concepts to practical situations.
- Complete college credits applicable to state law; or obtain an associate's degree (or higher); or meet a rigorous standard of quality and demonstrate, through a formal state or local academic assessment:
 - Knowledge of and the ability to assist in, instructing reading, writing and mathematics; or
 - Knowledge of and the ability to assist in, instructing reading readiness, writing readiness and mathematics readiness, as appropriate.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Establish and maintain effective working relationships with students, peers, parents and community.

- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- No certificates or licenses needed.
- Read, analyze and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Speak clearly and concisely in written and oral communication.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Write reports, business correspondence, and procedure manuals.
- Criminal background check

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

None.

WORK ENVIRONMENT:

None.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Library Technology Specialist (K-8)
Reports To: Academic Intervention Coach
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a library technology specialist to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- The individual will provide the leadership and expertise needed to ensure that the library and technology programs are an integral part of the instructional program.
- Training of library personnel from new schools as well as new personnel at established schools.
- Maintain communication with new and established library personnel.
- Chair, prepare and report on Michigan monthly librarian meetings.
- Set up “Opening Day Collection” orders in preparation for new schools.
- Expand knowledge of current innovations and trends in media and technology.
- Maintain and update NHA book list.
- Research and develop curriculum related book lists for individual libraries.
- Visit new and existing NHA libraries throughout the school year conducting observations, providing encouragement, and answering questions.
- Work with Education Department on special projects throughout school year.

QUALIFICATIONS:

- Must hold a valid teacher license or ND endorsement or any endorsement for the grade level at which the course is offered in the subject and/or grade level for the state in which you are working; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Knowledge and experience in library sciences and literacy education for K-12 is preferred.
- Candidates with experience working with at-risk students is preferred, if applicable to the school.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 50 pounds (i.e., AV/VCR Carts, boxes of supplies).

- The employee must occasionally climb ladders or crawl under/behind desks to troubleshoot equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Occupational Therapist
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

The Occupational Therapist is responsible for working with students who have fine and gross motor impairments as the result of neurological or physiological delays or trauma and has been determined by an IEP team to require Special Education support. While working with these OT students, the Occupational Therapist may also work with At-Risk students within the general education population. The Therapist should work in collaboration with the Special Education Building Coordinator at the NHA Service Center in the formation of daily schedules, testing schedules, and annual meetings and should supply the Special Education Building Coordinator with current Occupational Therapy student lists so he/she can maintain a master Special Education list.

DUTIES AND RESPONSIBILITIES:

- Evaluate new students enrolling in the program within 30 days after entering program if Occupational Therapy needs exist.
- Use standardized tests, customized measures, and/or observation to evaluate the student in the areas of cognitive perceptual motor skills, motor coordination, psychosocial development, self-care, muscle strength and range of motion, postural reflexes, and needs for adaptive devices and prostheses.
- Evaluate treatment effectiveness by observation, testing, and communication with family.
- Utilize treatment procedures involving physical, sensory, manual, creative, and recreational activities.
- Participate in MET and IEP process.
- Utilize a team approach to planning and treatment with school personnel, families, physicians, and agencies.
- Consult with teachers regarding occupational therapy goals for the classroom setting and support classroom goals in the therapy treatment program.
- Provide training to appropriate individuals regarding effective methods to aid the student in the mainstream.
- Demonstrate professionalism when dealing with confidential issues and materials.
- Maintain file of caseload and keep Building Coordinator updated on changes.
- Design/construct adaptive equipment and devices for the student and/or classroom.
- Demonstrate willingness to keep updated on issues and research by pursuing professional development.
- Maintain schedule and log progress toward goals for student's sessions.
- Promote and participate in specific school projects such as screening programs, career days, etc.
- Attend parent/ teacher meetings (as necessary).
- Perform other job-related duties as assigned by the building principal.

QUALIFICATIONS:

- College degree and an occupational therapy license for the state in which you operate.

- High level of verbal communication and interpersonal skills such as discretion, integrity, and flexibility to interact effectively with administrators, peers, constituent districts, parents, and the general public.
- Ability to interpret test scores as they relate to your area of expertise.
- A clear understanding of confidentiality issues related to the Special Education program and the ability to prioritize tasks appropriately and interpret a variety of instructions furnished in written, oral, diagram, and schedule form.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

Supervise COTA as applicable.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e., boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Office Administrator
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

The Office Administrator is accountable for customer service and efficient front office operation, including management of attendance, health and safety compliance, and support of the principal.

DUTIES AND RESPONSIBILITIES:

- Maintain and update bookkeeping at the school and be accountable for the accounting process, including Purchase orders, check requests, employee expense reports, tuition assistance, budget worksheets, and weekly bank deposits. Collect and deposit lunch funds.
- Oversee receptionist responsibilities of the school and support an office environment that is professional, customer service oriented, and supportive to visitors, parents, and students.
- Answer phones, direct questions and inquiries, and distribute mail.
- Ensure that security procedures are strictly followed by effectively managing the visitor management system or parent sign-in system.
- Accurate use of facilities work order system.
- Inventory management for grant-funded assets.
- Health and Safety Compliance, including maintenance of the following documents:
Processing of insurance claims.
- Distribute medication/attend to incidental needs of students.
- Student uniform management.
- Order and maintain supplies as needed for office and school staff.
- Complete purchase requisitions for supplies, books, and materials.
- Complete correspondence, memoranda, and reports for the principal, as well as maintain calendar and appointments for school leadership.
- Minimal travel required.

QUALIFICATIONS:

- Possess an associate degree and/or 2-4 years of experience in an office or school-related administrative position.
- Proficient with Microsoft Office products.
- Respond to common inquiries or complaints from parents.
- Communicate and work effectively with students, parents, principal, and teachers.
- Strong verbal and written communication skills.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.

- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Onsite School Office Manager
Reports To: Principal
Employed By: NHA
Date Reviewed: Nov 29, 2023

SUMMARY:

We are seeking a detail-oriented and organized individual to join our virtual school team as an Onsite School Office Manager. The ideal candidate will oversee administrative tasks, manage the onsite school office as well as virtual office operations, and ensure efficient and smooth functioning of day-to-day activities in our physical location.

DUTIES AND RESPONSIBILITIES:

- Administrative Oversight:
 - Manage school office team including Office Administrators, Registrars, Tech Support, Testing Coordinator (weekly O3s, coaching, accountability tracking, team meetings, evaluations)
 - Supervise day-to-day office operations, including managing schedules, handling correspondence, processing incoming/outgoing mail/ packages, and coordinating meetings.
 - Manage the physical office space, ensuring a conducive and organized environment for staff and visitors.
 - Maintain school records and databases, ensuring accuracy and confidentiality.
 - Oversee inventory management and ordering of office supplies and equipment.
 - Coordinate with virtual school administrators and staff to facilitate efficient communication and operations between the physical and virtual environments.
- Student and Staff Support:
 - Serve as a point of contact for students, parents, and staff, addressing inquiries and providing assistance.
 - Coordinate with onsite and virtual school personnel to support student enrollment, withdrawals, and record-keeping in compliance with school policies.
 - Assist in the onboarding process for new staff members, providing necessary administrative support.
 - Assist in facilitating onsite events, activities, and meetings, ensuring proper logistics and support.
- Financial Management:
 - Manage school finances, including processing payments, handling invoices, and maintaining financial records. Deposits to PVA bank account. Tracking material expenses against budgets (student incentives, family engagement events, staff engagement, etc.). Creation of POs/check requests for vendors (testing sites, engagement vendors, scholastic, etc.). Oversee fee collection process
 - Collaborate with relevant stakeholders on budget planning and expenditure tracking.
 - School Visa maintenance. Identify expense codes to support quick reimbursement and submission of expense reports. Prepare financial updates on budget/expenditures for principal or other stakeholders.
- Facility Coordination:
 - Coordinate school events, meetings, and appointments, arranging logistics and necessary resources.

- Oversee facility maintenance and liaise with external vendors for repairs and services.
- SC office maintenance. Support SC car rental process. Testing technology with site vendors (hotels, colleges, universities, etc.). Testing facility set-up, usage, contract, etc.
- Policy Compliance:
- Ensure compliance with school policies, regulations, and procedures, and assist in the development and implementation of new policies as needed.
- Collaborate with virtual school administrators and school support to implement and enforce policies that support both the virtual and physical aspects of the school.

QUALIFICATIONS:

- Proven experience in office management or a related administrative role, preferably within an educational setting.
- Proficiency in office software (e.g., Microsoft Office Suite, Google Workspace, virtual meeting platforms) and familiarity with database management systems.
- Excellent organizational and multitasking abilities with strong attention to detail.
- Exceptional communication skills, both written and verbal, with the ability to interact effectively with diverse stakeholders.
- Demonstrated ability to maintain confidentiality and handle sensitive information appropriately.
- Bachelor's degree in Business Administration, Education, or relevant field is preferred.
- Supervisory experience preferred.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- Yes, up to 2 people.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee is frequently required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Online Learning Mentor
Reports To: Principal
Employed By: NHA
Date Reviewed: Aug 1, 2021

SUMMARY:

Under the supervision of a classroom teacher, Online Learning Mentors provide instructional assistance to students in need of academic intervention services. The services provided should lead to a significant growth in student test results. A small portion of the role is also dedicated to supporting student daily attendance through personal communication and accountability.

DUTIES AND RESPONSIBILITIES:

- Prepare daily lesson plans for students under the direction of the immediate supervisor and/or classroom teacher.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor
- Complete daily logs (e.g. caseload hours, communication, accommodation, etc.)
- Monitor regular student attendance for assigned caseload.
- Communicate directly with students and families regarding attendance and/or behavior concerns.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

QUALIFICATIONS:

- Associate's Degree or higher.
- Completed 60 credit hours of higher education as defined by the institution or higher education (MI only).
- Pass the ParaPro assessment (ACT WorkKeys, MTTC basic skills or ETS exam
- No certificates or licenses needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and the community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.

- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Paraprofessional
Reports To: Academic Intervention Coach
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Under the supervision of a classroom teacher, paraprofessionals provide instructional assistance to students in need of academic intervention services. The services provided should lead to significant growth in student test results.

DUTIES AND RESPONSIBILITIES:

- Prepare daily lesson plans for students under the direction of the immediate supervisor and/or classroom teacher.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor.
- Complete daily logs.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

QUALIFICATIONS:

- Associate's degree or higher; or completed at 60 credit hours of higher education as defined by the institution or higher education (MI only); or pass the ParaPro assessment (ACT WorkKeys, MTTC basic skills or ETS exam).
- No certificates or licenses needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms.
- The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals

Position Title: Principal
Reports To: Director of School Quality at NHA
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

At National Heritage Academies (NHA), the principal is dedicated to achieving the purpose of “transforming the lives of students and enriching communities by delivering high-quality educational choice to families”. Properly executed, the leadership of the principal improves student learning growth, increases college readiness, and enhances school health as measured by academic, financial, and cultural metrics. The principal role is pivotal in realizing these school and organizational goals.

DUTIES AND RESPONSIBILITIES:

- Establish a foundation of an authentic relational community of staff, students, and parents, collaboratively adopting a cultural identity based on a clear mission and vision of high achievement and college readiness for students.
- Ensure implementation of rigorous curricula and assessments tied to both state and college readiness standards.
- Ensure implementation of high-quality, effective instructional planning, classroom instructional strategies and administration of assessments of student learning to drive increases in student achievement.
- Monitor multiple forms of student-level data to assess and improve the quality and impact of the school-wide intervention program.
- Recruit, hire, assign, and retain effective staff.
- Increase teacher effectiveness through professional learning structures.
- Oversee completion of rigorous evaluations of instructional staff for continuous improvement and accountability to results.
- Train, develop, and support a high-performing leadership team.
- Identify school-wide priorities, set ambitious student learning goals, and implement an aligned school improvement plan.
- Organize school time to support all student learning and staff development priorities.
- Allocate resources to align with the strategic plan.
- Demonstrate self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement.
- Constructively manage change with the ultimate goal of improving student achievement.
- Occasional travel required.
- Additional duties as assigned.

QUALIFICATIONS:

- College diploma (BA or equivalent) or higher in Education or related field.
- School Administrator Licensure/Certificate in states where this is required; 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.
- Minimum of 3 years principal experience working with a K-8/K-12 diverse student population.

- Demonstrate achievements in student proficiency and growth that can be linked to his/her leadership (principal) and intervention.
- Strong written and verbal skills.
- Self-motivated, with the ability to see complex projects through from start to finish.
- Highly developed interpersonal skills.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- Directly supervise a group of employees, not to exceed 15 employees. This group includes deans, front office staff, and may in some circumstances include support staff.
- Carry out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning, and directing work.
- Appraising performance, rewarding, and disciplining employees.
- Addressing complaints and resolving problems.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds (i.e., boxes of supplies).
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals

Position Title: Recess Aide
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a recess aide to one of our NHA partner schools.

DUTIES AND RESPONSIBILITIES:

- Provide supervision to students in the lunchroom and on the playground.
- Monitor behavior and advise students on safe practices in all situations.

QUALIFICATIONS:

- Prior experience supervising children ages 5 to 17 and organizing recreation activities.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk and hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is often required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Reasonable accommodations may be made to enable qualified individuals with disabilities to perform essential physical functions.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate but can be loud at times.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Registrar - Enrollment/Scheduling
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

The Registrar – Enrollment/Scheduling is accountable for the organization and daily functioning of student enrollment management, student data information system, and compliance with People Services requirements. Because of the ongoing duties associated with the enrollment process and the web-based student information system, full-time work hours must be carried throughout the entire year.

DUTIES AND RESPONSIBILITIES:

- Enrollment Management:
- Maintain, in accordance with state law, student permanent record files, withdrawals, student records requests, and re-enrollment information.
- Ensure that the new student enrollment process is run in a timely, complete, and accurate manner including:
 - Application entry.
 - Follow-up/correspondence/communication.
 - Lottery preparation and execution.
 - Documentation.
 - Cumulative file updates/maintenance/security.
- Maintain required records in student information system to ensure compliance with state, federal, authorizer, and NHA' standards including:
 - Attendance records for all students.
 - Current Parent/Household information.
 - Current Emergency Contact information.
 - Collection and management of required forms.
 - Management of all First Day/Count Day processes and requirements.
- Maintenance of class schedules in the student information system:
 - Enter and update Master schedule.
 - Set up classes.
 - Process student class changes in a timely manner.

People Services Compliance:

- Forward pertinent personnel documents to People Services at NHA Service Center, and maintain free-flowing communication with People Services.
- Maintain a current and active list of substitute teachers, manage scheduling and the substitute management system, and reconcile the substitute hours.
- Collect volunteer forms for all volunteers and maintain an accurate list for field trips, classroom volunteers and overnight events.

General

- Collect HLQ and SRQ forms, alerting school liaisons of any qualifying students.
- Ensure all parents fill out a Free & Reduced lunch form each year.
- MCIR and other state immunization reporting.

- Verbal and written communication skills are critical for this role. Manage the proof reading of
- communication that goes out from the school, create memos, email blasts, and newsletters as part of the main office communication. Front line when families come in for tours or information and must be articulate in verbal skills both in person and on the phone.
- Occasional travel required.

QUALIFICATIONS:

- Possess an associate degree and/or 2-4 years' experience in office lead or school administrative position.
- Proficient with Microsoft Office products.
- No certificates, licenses, or registrations needed.
- Respond to common inquiries or complaints from parents.
- Communicate and work effectively with students, parents, principal, and teachers.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

Occasionally, the registrar – enrollment/scheduling may supervise parent volunteers who are working in the school office under the direction of the principal.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee frequently is required to sit; use hands to handle; and reach with hands and arms.
- The employee is occasionally required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: School Ambassador
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

The role of the school ambassador (SA) is to promote the value of their assigned school, ensure new student enrollment and create a robust waiting list of students interested in enrolling at the school. The SA also creates assimilation opportunities (onboarding) and promotes enrollment events to community partners. The SA will accomplish these goals through guidance from their admissions strategist or admissions manager, guidance from the principal, self-directed effort, and by working closely with school teams to collectively recruit and enroll new students.

DUTIES AND RESPONSIBILITIES:

- Work with school leaders in planning school-based open houses, enrollment information meetings, and other school-based recruitment events.
- Communicate with existing families to recruit siblings and access their local networks to support recruitment goals.
- Represent the school at key community events, student recruitment fairs and other community outreach events that will benefit enrollment.
- Plan and facilitate opportunities for new families to get involved with the school to help secure their decision to join the school family.
- Routinely reach out to prospective and newly accepted families to keep them engaged, excited and informed about the school.
- Implement the recruitment strategy (marketing plan) to ensure enrollment goal success at the assigned school(s).
- Build relationships with community organizations, businesses, faith-based community leaders and other key area stakeholders near the school to gain access to their network of parents, create awareness, and secure applications.
- Develop new initiatives to gain applications.
- Execute monthly phone call/text/tour/or home visit strategies to keep new families engaged, excited and informed about the school to minimize erosion.
- Follow up with new families often during the school year to mitigate first year attrition.

QUALIFICATIONS:

- Associate degree in sales, marketing, or business.
- Proficient computer skills.
- Prefer experience with recruitment-related work.
- Strong written and verbal communication skills.
- Spanish-speaking a plus.
- Highly motivated, exceptional relationship-building skills and the ability to communicate effectively with diverse audiences.
- Excellent strategic planning skills and a goal-oriented mindset.
- Strong organization and time management skills. Knowledge of Outlook and other time management resources required.
- Ability to balance and organize many different tasks and responsibilities.
- Flexible and able to excel in ambiguous situations.
- Ability to work when parents are available.

- Excellent interpersonal skills.
- Able to work with multiple key stakeholders to produce enrollment goals.
- High sense of urgency with critical thinking, time management, and problem solving when things are disrupted.
- Follow a budget and show stewardship of resources including inventory and timely completion of expense reports.
- Proficient with social media platforms including Facebook, Twitter, and Instagram. Able to create events and market accordingly.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

None.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold, and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: School-Level Technology Administrator
Reports To: Principal
Employed By: NHA
Date Reviewed: January 1, 2021

SUMMARY:

The Technology Administrator will provide teacher, student, and family technology support and ensure that educational technology at the school is operational and well-managed. The ideal candidate has experience with a variety of school instructional platforms, including the designated Learning Management System (LMS), classroom management software, and educational technology certifications such as Certified Google Teacher and Trainer. School technology coordination is needed to keep the school's educational technology and network infrastructure in working order. In partnership with National Heritage Academies (NHA) IT Department, the Technology Administrator will manage the deployment and life-cycle of NHA-provided hardware and perform intermittent troubleshooting of the hardware and network infrastructure. This staff member will also help students access online educational applications by managing the school's Clever Student Portal and customize online access for students at their school by managing LMS, applications, and systems settings. Oversight of the virtual classroom management tool via the school administration site. The Technology Administrator will support all online testing technology. Additional duties may be assigned by school leadership.

DUTIES AND RESPONSIBILITIES:

- Serve as the primary contact between the school and NHA's IT Department at the Service Center to create awareness and alignment between the NHA Technology Model and all technology implementations at the school.
- Be a liaison for all things related to technology at the school by being the voice of NHA's IT Department in order to effectively communicate and apply NHA's Technology Model to desired school-based technology implementations.
- Work with school leadership to develop long-range goals for the school technology program by participating in strategic planning meetings and technology decisions at the school level.
- Offer pre-implementation guidance on how new technologies will work and be supported in alignment with NHA's Technology Model.
- Effectively communicate new software releases and technology changes to school staff through the most appropriate medium(s): email, updates at staff meetings, and professional development sessions.
- Create and maintain an updated inventory of all building technology, which differentiates between technology provided and grant-funded resources.
- Manage a successful technology refresh by communicating device needs to the Service Center and preparing technology for removal, replacement and deployment.
- Manage Chromebook user settings via the Google Admin Console to block websites identified by the school, in addition to the Internet filters enforced by the Service Center, and push unique Chrome apps and extensions to users at the school.
- Manage the school's Clever Student Portal by customizing the layout of the homepage, assigning links to appropriate users, and providing staff training on operating the Clever Portal.
- Manage the school's Learning Management System (LMS).

- Manage the school's digital classroom management system.
- Monitor student and staff online presence.
- Develop and implement school-wide procedures for supporting staff in troubleshooting and resolving technology issues.
- Support teacher setup of instructional technology and hardware.
- Provide technology training to stakeholders.
- Support the systematic process for distribution, inventory, collecting and refreshing student devices.
- Manages and logs Device Agreement Form and Acceptable Use Policy (AUP).
- Provide technology support for students and families.
- Systematically troubleshoot NHA-provided hardware to the source of the issue by swapping out parts and performing basic troubleshooting procedures and order replacement equipment from NHA's Technology Support Center as needed.
- Manages device warranties/ insurance, cost fee schedule, and fee collection processes.
- Act as the technology testing coordinator.
- Prepare technology for use during state testing and any other online testing by ensuring the Chrome Operating System on each Chromebook is the latest version and the latest version of the testing application is installed and functional on all testing devices.
- Ensure the school has hardware needed to support access for all learners, such as mice, headphones, large display monitors, and enough devices for each testing session.
- Provide technology troubleshooting support for all online testing.
- Attend all state-provided and NHA-provided technology training to support online testing.
- Ensure testing repair requests are submitted in a timely manner.
- The candidate is customer-oriented, a problem-solver, adaptive, innovative, and organized.
- Hardware management will include distribution and maintenance of student and staff physical assets (i.e. Chromebooks, Laptops, Document Cameras, etc.).
- Technology training for students and staff, facilitated by this position will be crucial to the successful use of instructional platforms and devices.
- Travel will be 50% of duties.

QUALIFICATIONS:

- Preferred Qualifications:
 - Bachelor's Degree or 3-5 years of professional experience in technology support, deployment, or administration.
 - Experience with Chromebooks.
 - Experience with Cisco voice and or network solutions.
 - Experience with classroom technology solutions (i.e. student LMS, educational software).
 - Experience working in an educational setting, interacting with staff, students, and families.
- Minimum Qualifications:
 - Ability to explain technical concepts to non-technical people.
 - Ability to provide training to customers.
 - Ability to evaluate processes and implement improvements.
 - Strong verbal and written communication skills.
 - Highly organized.
 - Ability to see the big picture, as NHA works with large-scale solutions.
 - Experience with Microsoft solutions.
 - Strong customer service skills, a positive attitude, and a win-win mindset.

- Desire to learn, expand personal skill set, and share knowledge.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None.

PHYSICAL DEMANDS:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.
- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 50 pounds (i.e. AV/VCR Carts, boxes of supplies).
- The employee must occasionally climb ladders or crawl under/behind desks to troubleshoot equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee is required to hear from a distance and to identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- The employee may be required to travel throughout the state of Michigan to perform duties.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.
- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations, and changing priorities.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: School Social Worker (K-12)
Reports To: Principal or Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a school social worker to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- Provide group and individual counseling sessions and classroom support to special education students as mandated per student IEPs, as well as progress monitor IEP goals associated with mandated services and participate in student IEP meetings.
- Provide group and individual counseling sessions to general education students, as well as monitor the students' responses to the interventions identified.
- Develop and monitor student responses to behavior intervention plans, including providing support and consultation to general and special education teachers.
- Complete psychosocial assessments to assist in the determination of special education services.
- Conduct functional behavior assessments and communicate the results to all team members in parent-friendly language.
- Complete risk assessments on students referred for school social work services.
- Establish relationships with both students and parents and participate in all aspects of school planning.
- Assist in identifying needed community resources for students and makes appropriate referrals to resources to facilitate educational and behavioral interventions recommended for student success.
- Provide staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process and collaborates with school staff and other school system personnel in implementing strategies to promote student learning.
- Provide crisis intervention services.
- Maintain state-required clinical records and submit appropriate documents for statistical reports with adherence to program standards in school social work.

QUALIFICATIONS:

- Must have a master's degree in social work; exceptions may apply in New York and Ohio.
- Must hold a valid social work license issued in the state you are applying for; in Michigan, must hold Temporary Approval or Full Approval from the Michigan Department of Education, Office of Special Education.
- Knowledge of special education processes and procedures.
- Candidates with experience working with at-risk students is preferred if applicable to the school.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

None.

WORK ENVIRONMENT:

None.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Secretary 7-12 or 9-12
Reports To: Principal
Employed By: NHA
Date Reviewed: Nov 17, 2020

SUMMARY:

The Secretary at a college preparatory charter high school acts as "the face" of the school as parents, students, and visitors all enter and exit through the main office. This person must be personable, kind, and helpful and effectively market the school and school culture and mission through their interactions in the main office. This is a year-round hourly position.

DUTIES AND RESPONSIBILITIES:

- Maintains a comprehensive student database and recordkeeping system.
- Maintains confidentiality of student and program information.
- Creates and maintains student files.
- Coordinates the process of registering new students.
- Assists in arranging and scheduling substitute and temporary employees for the school.
- Ensures appropriate security and safety methods are employed within the office.
- Orders supplies and equipment for school/program, ensuring adequate levels are maintained.
- Greets and directs visitors.
- Receives training and administers minor first aid.
- Organizes midterm and semester report card mailings, ensuring all essential information is included in mailing documents prior to mailing.
- Ensures that appropriate calendars of activities are maintained for the school including establishment of schedules for parent conferences, parent/student information events, school visitors, and other meetings.
- Ability to operate standard office equipment.
- Develops and tracks records and reports related to incidents, accidents, and average daily attendance.
- Uses both computer and manual filing systems, which allows for efficient collection, retention, and retrieval of information.
- Completes forms which include purchase orders, online supply orders, conference/travel claims, mileage claims, enrollment packets, rosters, and other related forms.
- Prepares, creates, and composes letters, reports, bulletins, newsletters, and other documents for the school or instructional programs; proofread material and make necessary corrections.
- Assists administrator and other staff in planning and preparing for marketing events.
- Answers routine correspondence for the administrator.
- Prepares documents from rough drafts, notes, recordings, or oral instructions. Prepares reports from confidential records.
- Acts as liaison between the school site and the general public by conveying information concerning rules, regulations, policies, and laws.
- Works cooperatively and effectively with students, parents/guardians, administrators, and the general public.
- Learns new software applications.
- Utilizes time management techniques to organize and prioritize work.
- Follows instructions; works independently.
- Communicates effectively in oral and written form.

QUALIFICATIONS:

- Preferred BA and previous office experience.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

- None.

PHYSICAL DEMANDS:

- None.

WORK ENVIRONMENT:

- None.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Special Education Paraprofessional
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

A special education paraprofessional assists, supports, and works closely with teachers, administrators, and other team members in providing educational benefits for students.

DUTIES AND RESPONSIBILITIES:

- Prepare daily lesson plans for students under the direction of the immediate supervisor and/or classroom teacher for special education students.
- Provide individual and small group instruction.
- Provide instructional assistance for students during workshop as directed by the classroom teacher and designated instructional leader.
- Participate in weekly planning sessions with classroom teachers and immediate supervisor.
- Complete daily logs.
- Attend articulation meetings with classroom teachers.
- Attend professional development activities as required.
- Be available for afternoon and evening parent-teacher conferences.
- Exemplary attendance and tardiness record.
- Other duties may be assigned from time to time.

QUALIFICATIONS:

- Associate's degree or higher; completed at 60 credit hours of higher education as defined by the institution or higher education (MI only); or pass the ParaPro assessment (ACT WorkKeys, MTTC basic skills or ETS exam).
- No certificates or licenses are needed.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents, and community.
- Speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measurement, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

None.

WORK ENVIRONMENT:

None.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Special Education Teacher
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a special education teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- NHA provides our students with specially designed instruction developed to meet the unique needs of each child resulting from his/her disability such as: a resource room, inclusion and/or pullout services.
- For our teachers, we provide professional development that is specific to the special education curriculum, along with data tracking tools.
- Additional duties as assigned.

QUALIFICATIONS:

- Must hold a valid teacher license in special education for the state in which you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- A candidate with experience working with at-risk students is preferred, if applicable to the school.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Speech and Language Pathologist
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a speech and language pathologist (SLP) to one of our NHA partner schools.

DUTIES AND RESPONSIBILITIES:

- The SLP works in collaboration with the special education teacher in the formation of daily schedules, testing schedules, and annual meetings.
- The SLP also supplies the special education teacher with current speech/language student lists so he/she can maintain a master Special Education list.
- NHA provides specially designed instruction developed to meet the unique needs of each child resulting from his/her disability such as resource room, inclusion, and/or pullout services.

QUALIFICATIONS:

- Must hold valid licensure in speech and language pathology for the state in which you are applying.
- Experience working with at-risk students is preferred, if applicable to the school.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Student Family Liaison
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a student family liaison to one of our NHA partner schools.

DUTIES AND RESPONSIBILITIES:

- Actively promote student, parent, and community involvement within the school and the maintenance of a safe and orderly environment to ensure that each student has the best opportunity to learn.
- Implement and support school procedure.
- Collaborate with administration and teaching staff to implement and reinforce school-wide classroom management techniques.

QUALIFICATIONS:

- Must have an associate's degree with 1-2 years' experience in the child behavior or social work field or bachelor's degree.
- Ability to communicate and work effectively with parents, faculty, and students.
- Proficiency in Microsoft Office programs.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Substitute
Reports To: School Principal
Employed By: NHA
Date Reviewed: March 20, 2024

SUMMARY:

Responsible for carrying out the lesson plans of the teacher for whom he/she is substituting.

DUTIES AND RESPONSIBILITIES:

- Ability to execute a lesson plan that is assigned by the teacher.
- Demonstrate moral focus and personal values to all stakeholders.
- Provide clear instruction and assist scholars in understanding a subject matter while maintaining discipline and control of the classroom.
- Self-starter with effective classroom management skills, strong leadership, and a passion for educating students.

QUALIFICATIONS:

- Unofficial transcripts showing a minimum of 60 semester college credit hours with a C or better in each course or a degree with an overall 2.0 GPA or higher from a 2-year or 4-year US regionally accredited institution.
- Upon hire and prior to start a Michigan Substitute Permit needs to be issued.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Teach Force Teacher - Regional
Reports To: Dean
Employed By: NHA
Date Reviewed: Jan 3, 2024

SUMMARY:

The Teach Force Teacher-Regional can make a difference by directly impacting the lives of many students across NHA's network of schools as a regional/traveling highly compensated teacher. You will receive regular coaching and development opportunities to grow your skills and career. You will have access to instructional and procedural resources, including support from our curriculum and instruction team, credentialing team, and the school leadership team.

DUTIES AND RESPONSIBILITIES:

- Strong classroom management and engagement to build quick rapport with all scholars within the region you reside covering a 45-mile radius from your home, reduce the learning gap quickly, and create a positive learning environment in every classroom quickly.
- Utilize the NHA curricular resources to instruct all scholars and differentiate instruction to meet the learning needs of all scholars.
- This position may be utilized in 5 or more NHA schools (possibly multiple states) per year and must be able to assimilate to the school culture of each placement including taking initiative and problem-solving to ensure successful placements.
- Additional duties as assigned.

QUALIFICATIONS:

- 5+ years of teaching experience.
- Certified in the state you are applying for and the content you are applying for.
- Must hold a valid teacher license or meet alternative requirements in the state you are applying. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Reliable transportation for up to 45 or more miles of travel.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.

- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Teach Force Teacher - Traveler
Reports To: Dean
Employed By: NHA
Date Reviewed: Jan 3, 2024

SUMMARY:

The Teach Force Teacher-Traveler can make a difference by directly impacting the lives of many students across NHA's network of schools as a regional/traveling highly compensated teacher. You will receive regular coaching and development opportunities to grow your skills and career. You will have access to instructional and procedural resources, including support from our curriculum and instruction team, credentialing team, and the school leadership team.

DUTIES AND RESPONSIBILITIES:

- Strong classroom management and engagement to build quick rapport with all scholars in multiple states and diverse areas, reduce the learning gap quickly, and create a positive learning environment in every classroom quickly.
- Utilize the NHA curricular resources to instruct all scholars and differentiate instruction to meet the learning needs of all scholars.
- This position may be utilized in 5 or more NHA schools (possibly multiple states and over 45 miles from home) per year and must be able to assimilate to the school culture of each placement including taking initiative and problem-solving to ensure successful placements.
- Travel is a requirement and may be traveling to 5 or more states in a year with little notice.
- Additional duties as assigned.

QUALIFICATIONS:

- 5+ years of teaching experience.
- Certified in the state you are applying for and the content you are applying for.
- Must hold a valid teacher license or meet alternative requirements in the state you are applying. Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Reliable transportation for up to 45 or more miles of travel.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.

- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Teacher
Reports To: Principal
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth to National Heritage Academies (NHA) as a teacher to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success.

DUTIES AND RESPONSIBILITIES:

- Participate collaboratively and professionally with fellow teachers and support staff to meet the goals and individual needs of each student.
- Create, manage, and participate in a variety of professional development and orientation activities.
- Additional duties as assigned.

QUALIFICATIONS:

- Must hold a valid teacher license or meet alternative requirements in the state you are applying; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Teacher In Residence (TIR)
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth as a Teacher in Residence (TIR) to one of our NHA partner schools. In this position, a cohesive leadership team of deans will be there to support you every step of the way. Along with our result-driven curriculum and commitment to educating the whole child – academically, morally, and socially – you and your students will be set up for success. The TIR at the academy will be oriented to all aspects of the National Heritage Academies (NHA) experience including: (1) academic curriculum, (2) classroom management, (3) parent engagement, and (4) school procedures. Throughout this process, the TIR will be expected to build a rapport with students, staff, and families. The TIR will be prepared to assume the responsibility of a classroom teacher when a vacancy becomes available. The TIR at the academy creates, manages, and participates in a variety of professional development and orientation activities that support the academy's focus on challenging each child to achieve. The TIR participates collaboratively and professionally with fellow grade-level teachers to achieve the goals and objectives of the school. He/she consistently supports NHA's Purpose and Vision as defined by the academy's mission.

DUTIES AND RESPONSIBILITIES:

- Assists primary classroom teacher in planning, developing, and delivering quality instruction for students in accordance with state standards at the assigned grade level; contribute, as appropriate, to program improvement and development.
- Assists primary classroom teacher with ongoing, frequent, and specific assessments to gauge student learning as specified by the Academy's curriculum and by NHA's assessment practices.
- Model the characteristics of behavior as outlined in NHA's Moral Focus Curriculum.
- Supplement instruction effectively with technology and teach tools of technology within coursework.
- Modify instruction to accommodate students' unique learning styles and learning needs.
- Assume responsibility for a classroom as needed, either as a long-term substitute or as otherwise directed by principal.
- Assist primary classroom teacher in assuring effective two-way communication at all levels of responsibility; provide out-of-class communication opportunities with parents and students; participate in grade level, school, and company meetings as appropriate; Represent the school to external constituencies as appropriate; promote collegiality in dealings with staff.
- Assist primary classroom teacher in actively involving parents in each child's education by providing frequent indicators of progress and communicating upcoming lesson objectives and standards.
- Assist primary classroom teacher in communication between students, parents, and school staff/administrator to resolve student concerns.
- Assist the primary classroom teacher in responsible stewardship of equipment, materials, and supplies used in the classroom.
- Foster cooperative social behavior to assist children in forming satisfying relationships with other

- children and adults.
- Maintain a welcoming, orderly, safe and attractive physical environment in the classroom.
- Establish and maintain high standards of student behavior in all environments throughout the school.
- Assist primary classroom teacher in developing lesson plans for substitutes as required.
- Participate in ongoing professional development opportunities offered by NHA or the Academy.
- Become familiar with assessment and placement procedures and have awareness of available resources to address individual student needs.
- Participate in school activities designed to recruit and retain students.
- Participate in all aspects of classroom and school planning and in the establishment of goals and objectives.
- Be reliable and punctual in reporting for scheduled work in order to provide continuity and stability in the classroom.

QUALIFICATIONS:

- Must hold a valid teacher license in the subject and/or grade level for the state in which you are applying or must be on track to obtain a valid teacher license; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Candidates with experience working with at-risk students preferred, if applicable to the school.
- Experience with different classroom management strategies and differentiated instruction preferred.
- Teaching experience, preferably at the elementary and/or middle school level, is desired.
- Read, analyze, and interpret general business periodicals, professional journals, technical procedures, and governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- Establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written and oral communication.
- Add, subtract, multiply, and divide all units of measure, using whole numbers, common fractions, and decimals.
- Compute rate, ratio, and percent and to draw and interpret graphs.
- Work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry.
- Apply mathematical concepts to practical situations.
- Define problems, collect data, establish facts, and draw valid conclusions.
- Deal with a variety of abstract and concrete variables in situations where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to apply knowledge of current research and theory to instructional program.
- Ability to plan and implement lessons based on school objectives and the needs and abilities of students.
- Ability to establish and maintain effective relationships with students, peers and parents.
- Skills in oral and written communication.
- Ability to perform duties with awareness of all NHA requirements.
- Ability to use technology for instructional purposes and to teach current technology skills and the use of technology tools for grade level.
- Ability to apply knowledge about legal issues to the work setting.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Technology Teacher/Coordinator
Reports To: Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

The technology teacher/coordinator will provide K-8 student technology instruction and ensure educational technology at the school is operational and well-managed. The ideal candidate has experience teaching K-8 technology classes using ISTE Standards and enjoys managing technology and troubleshooting. The position will allocate approximately 90% of the time to student technology instruction and 10% to building-wide technology administration and support. Student technology instruction is focused on creating future-ready, digitally literate learners who are able to use technology to complete current assignments, transition into the digital workflow expectations of high school, and explore emerging technologies foundational to STEM careers. The K-8 National Heritage Academies (NHA) Technology Standards empower the technology teacher/coordinator to prepare students in these ways and are rooted in the 2016 ISTE Standards for Students. The NHA Technology Standards provide additional direction on specific foundational computer skills and online safety skills needed for all NHA students. Building technology coordination is needed to keep the school's educational technology and network infrastructure in working order. In partnership with NHA's IT Department, the technology teacher/ coordinator will manage the deployment and life cycle of NHA-provided hardware and perform intermittent troubleshooting of the hardware and network infrastructure. This staff member will also help students access online educational applications by managing the school's Clever Student Portal and customize online access for students at their school by managing Chrome settings via the Google Admin Console. The technology teacher/coordinator may also act as the State Testing Technology Coordinator and may be asked to act as the Lead NWEA MAP Testing Proctor.

DUTIES AND RESPONSIBILITIES:

- Teach K - 8 technology classes using the NHA Technology Standards in accordance with NHA's Classroom Framework.
- Ensure an approved online safety curriculum is taught, properly documented and submitted to the Educational Technology Specialist at the NHA Service Center (annually) to fulfill the educational requirements of the federal Children's Internet Protection Act.
- Serve as the primary contact between the school and NHA's IT Department at the NHA Service Center to create awareness and alignment between the NHA Technology Model and on all technology
- implementations at the school.
- Be a liaison for all things related to technology at the school by being the voice of NHA's IT
- Department in order to effectively communicate and apply NHA's Technology Model to desired school-based technology implementations.
- Work with school leadership to develop long-range goals for the school technology program by participating in strategic planning meetings and technology decisions at the building level.
- Offer pre-implementation guidance on how new technologies will work and be supported; in alignment with NHA's Technology Model.

- Effectively communicate new software releases and technology changes to building staff through the most appropriate medium(s): email, updates at staff meetings and professional development sessions.
- Create and maintain updated inventory of all building technology which differentiates between technology-provided and grant-funded resources.
- Manage a successful technology refresh by communicating device needs to the NHA Service Center and preparing technology for removal, replacement, and deployment.
- Manage Chromebook user settings via the Google Admin Console to block websites identified by the school, in addition to the Internet filters enforced by the NHA Service Center, and push unique
- Chrome apps and extensions to users at the school.
- Manage school's Clever Student Portal by customizing the layout of the homepage, assigning links to appropriate users, and providing staff training on operating the Clever Portal.
- Develop and implement school-wide procedures for supporting staff in troubleshooting and resolving technology issues.
- Setup and connect classroom technology for whole-group instruction by connecting teacher laptop to projector with and without the use of the document camera.
- Maintain projectors by dusting 2x/year, replacing projector lamp bulbs as they die, and encouraging staff to turn off equipment when not in use.
- Systematically troubleshoot NHA-provided hardware to the source of the issue by swapping out parts and performing basic troubleshooting procedures and ordering replacement equipment from NHA's Technology Support Center as needed.
- Become familiar with the building network infrastructure and if a network issue arises, locate equipment and follow instructions under the guidance of an NHA Service Center Technician.
- Act as the State Testing Technology Coordinator as outlined in the responsibilities listed below.
- Prepare technology for use during state testing, and any other online testing, by ensuring the
- Chrome Operating System on each Chromebook is the latest version and the latest version of the testing application is installed and functional on all testing devices.
- Ensure school has hardware needed to support access for all learners; such as mice, headphones, large-display monitors and enough devices for each testing session.
- Provide technology troubleshooting support for state testing and any other online testing.
- Attend all state-provided and NHA-provided technology trainings to support online testing.
- Perform Lead Proctor Role for NWEA MAP testing by coordinating successful NWEA MAP test administration.
- Achieve the goal of testing at least 97% of students in all grades within the given MAP testing window.
- Ensure all test proctors receive the required MAP test proctor training.
- Ensure all testing devices have the MAP testing software installed and is functional.
- Ensure school-wide testing schedule has been developed at least two weeks prior to the first day of MAP testing.
- Provide a standardized testing environment as described in the NWEA MAP Test Administration Handbook.
- Ensure appropriate MAP testing accommodations are provided to students with IEP's, 504's or other specialized plans or support needs.

- Ensure all test proctors monitor students according to standardized MAP testing procedures.
- Ensure MAP retesting policy is followed.
- Ensure MAP testing repair requests are submitted to the NHA Service Center testing support before testing window closes.

QUALIFICATIONS:

- Bachelor's Degree.
- Must hold a valid teacher license or meet alternative requirements; except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 50 pounds (i.e., AV/VCR Carts, boxes of supplies).
- The employee must occasionally climb ladders or crawl under/behind desks to troubleshoot equipment.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- The employee is required to hear from a distance and to identify voices and understand communication with background noise.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

- While performing the duties of this job, the employee is occasionally exposed to wet, cold and/or humid conditions and outside weather conditions.
- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and changing priorities.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Test Proctor
Reports To: Dean
Employed By: NHA
Date Reviewed: Feb 21, 2024

SUMMARY:

Oversee and administer secure state testing for all required grades, including WIDA, M-STEP, College Board Exams, ACT, and other state-required testing.

DUTIES AND RESPONSIBILITIES:

- Following the testing protocol to ensure that the test is administered properly and fairly.
- Checking the identification of proctors to ensure they are authorized to administer the test.
- Recording test results and certifying that they are accurate.
- Verifying the students' identification.
- Instructing students which seats to take and logging seating charts.
- Preventing cheating and tampering of exams.
- Guiding the student on test instructions.
- Required to attend training administered by the testing coordinator.
- Follow test proctor procedure given at training.
- Attendance is critical for the position on testing days/times.
- Preparation and clean-up of testing materials.
- Ability to drive to the testing site (mileage is not provided).

QUALIFICATIONS:

- To perform this position successfully, an individual must be able to perform each job duty satisfactorily. The list below represents the knowledge, skills, and abilities of the position.
- 60 College Credits from a regionally accredited university
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- While performing the duties of this job, the employee is regularly required to talk or hear.
- The employee occasionally is required to sit; use hands to handle; and reach with hands and arms. The employee is frequently required to stand and walk.
- The employee must occasionally lift and/or move up to 25 pounds.

WORK ENVIRONMENT:

- The noise level in the work environment is usually moderate.
- The hours of work vary due to simultaneous demands, customer expectations and testing needs.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Tutor
Reports To: Academic Intervention Coach or Dean
Employed By: NHA
Date Reviewed: May 9, 2023

SUMMARY:

Bring your passion for influencing and supporting our youth as a tutor to one of our NHA partner schools.

DUTIES AND RESPONSIBILITIES:

- Work with the academy teaching staff to address the academic needs of students on an individual basis.
- Provide an inviting, exciting, and innovative learning environment.
- Establish a one-on-one rapport with assigned students.
- Use academic content materials effectively and keep lesson focused on agreed upon objectives.
- Keep students on task and give feedback about performance to classroom teacher and parents.
- Monitor academic progress of assigned students using standardized tests, report cards, discipline records, and parent feedback.

QUALIFICATIONS:

- Self-starters, those who demonstrate leadership skills, and those passionate about education.
- A candidate with experience working with at-risk students is preferred.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift and move up to 25 pounds.
- Ability to sit for extended periods of time.
- This position requires the individual to meet multiple demands from several people and interact with the public and other staff.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

WORK ENVIRONMENT:

- Ability to work in a high traffic, indoor environment.
- Must be able to work flexible hours as needed.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Position Title: Virtual Testing Specialist
Reports To: Academic Intervention Coach or Dean
Employed By: NHA
Date Reviewed: March 4, 2025

SUMMARY:

The Virtual Testing Specialist is a vital role at the virtual academy to meet state and authorizer expectations for online and in-person state testing requirements and compliance. This person coordinates successful testing procedures, logistical arrangements, staff training, and all aspects for NWEA, M-STEP, College Board, WIDA, and other state-required or school-required testing. Travel may be required to facilitate and oversee testing across the state.

DUTIES AND RESPONSIBILITIES:

- Apply understanding of each test's laws, rules, policies, and procedures in order to organize, manage, and execute testing.
- Train test coordinators in the procedures for conducting the administration of each of the assessments.
- Manage test administration, test security procedures, and make-up administration procedures of standardized assessments.
- Maintain testing calendar and initiate action of applicable team members in order to manage security, distribution, and return of test materials.
- Attend applicable workshops and trainings hosted by the Department of Education, College Board, NHA, authorizer, etc.
- Work with School Leadership (and/or designees) and NHA Testing Support Coordinator to ensure compliance and communication.
- Manage all facets of testing to include: storage, security, inventory, ordering, site location procurement and management, technology and materials needs, site location assignments, proctor assignments, training, scheduling, delivery/pick-up, scanning, scoring, pre-coding, test disposal, testing accommodations, and make-up testing.
- Plan testing logistics for in-person testing, including coordination with colleges and students to plan times for these tests.
- This position may require 40% travel for in-person testing.
- Additional duties assigned.

QUALIFICATIONS:

- Some college coursework preferred.
- Evidence of successful project management and innovative problem-solving, as well as the ability to think critically and pivot quickly.
- Basic understanding of standardized testing processes and relevance.
- Strong organization and detail-oriented skill set.
- Criminal background check.

SUPERVISORY RESPONSIBILITIES:

None.

PHYSICAL DEMANDS:

- Ability to lift up to 25 pounds.
- Ability to stand and sit for prolonged periods of time.

- Travel across the state to testing sites (mileage provided with prior approval) .

WORK ENVIRONMENT:

- Home office space conducive to professional work.
- Public testing environment.
- Business casual.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

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.

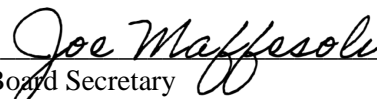
Date: January 16, 2025



Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Detroit Merit Board of Directors at a properly noticed open meeting held on the 16th day of January, 2025, at which a quorum was present.



Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

DETROIT MERIT CHARTER ACADEMY

Admission and Enrollment Policy

Admission to the Academy shall be open to all age-appropriate children for grade levels offered in accordance with the Academy's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The Academy will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice, lottery and random selection drawing to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, lottery and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the Academy.

References:

US Constitution, Fourteenth Amendment

Title IX of Education Amendments Act (20 USC 1681 et. seq.)

The Civil Rights Act of 1964

The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])

Rehabilitation Act of 1973 (29 USC 791 et. seq.)

Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)

The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)

Michigan Constitution

MCL 37.1101 et. seq.; 37.1402; 37.2402; 380.503 et. seq; 380.504 et. seq.; 380.1146; 380.1704

National Heritage Academies Admissions and Enrollment Practices & Procedures

National Heritage Academies Homeless Child Practices & Procedures

Effective Date: January 21, 2010

PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT Michigan

The school will enroll students in grades K-8 and comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school shall not discriminate in the admission or deny participation in any program or activity to any student on any unlawful basis, including on the basis of ethnicity, national origin, color, need for special education services, sex, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion, or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

Enrollment Eligibility

All student applicants must be residents of Michigan at the time of enrollment. At the time of enrollment, families must provide proof of residency, which includes: a valid Michigan driver's license or a state-issued photo identification card, or a mortgage and rent payment receipts, or lease agreement, or voter registration card, or gas, water, electric bill, or bank statement. Students in temporary housing, as defined by the McKinney-Vento Act, are not required to submit proof of residency documentation.

All students who enroll in kindergarten must turn five by September 1st of that school year. Parents whose child's birthdate falls between 9/1 and 12/1 may opt to enroll their child early into the school's kindergarten program.

Open Enrollment Period and Notice

The "**Open Enrollment Period**" for the first year of operation will be determined prior to June 30 by the National Heritage Academies (NHA) Enrollment Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment period begins on the first day of school of the current school year until 5:00 p.m. (school's local time) on the Friday before Thanksgiving. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of Open Enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

Application Procedures

Interested parties may obtain applications at:

- The school's website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level a random selection process will take place for all affected grade levels.

All applications received after the Open Enrollment Period ("late applications") will not be eligible to participate in the random selection process. If seats are available, late applications will be added to the end of the accepted list in the order received. If no seats are available, the late application will

PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT Michigan

be added to the end of the waiting list or, if the late application is entitled to preference, inserted in the waiting list immediately before all applicants on the waiting list with a lower enrollment preference category.

Currently Enrolled Students

Every student who is enrolled in the current school year and remains enrolled on the last day of the current school year is eligible to re-enroll for the subsequent year without participating in the random selection process. Enrolled students do not have to submit an application for the subsequent year; however, they will be requested to complete a re-enrollment form during the current school year showing intent to re-enroll for the subsequent school year.

Random Selection Process

The random selection process (also known as “lottery”) shall be made public, shall be announced at least one week prior to the date of the lottery, and the school will notify all applicants of the time and place. A neutral third-party person will witness the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee.

Students who meet enrollment eligibility (i.e., age appropriate to attend school and reside within the state) and have applied during the Open Enrollment period (“eligible students”) will be randomly selected until all offered seats have been filled. Any remaining students will be randomly selected to establish the grade level waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible students have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received.

The random selection process will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Procedural Steps for the Random Selection Process

Step 1: Setup

A list with the name of each student who submitted an eligible application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, the names and grade levels of any siblings who are also applying for admission to the school, and any enrollment preference(s) that apply to the student.

Step 2: Admission of Applicants

A neutral third-party person (as previously described) will witness the electronically random selection of the names of each applicant. Any grades that will not be filled to capacity in the lottery will be considered before other grades in descending order. After all these grades have been identified, the order of the grades that will be filled to capacity in the lottery will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference but will wait until their grade level is selected. Other preferences will be incorporated as detailed in Enrollment Preferences.

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Step 3: Waiting List Priority

Students will continue to be randomly drawn until all are selected. After a grade level's seats are full, all remaining students will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school Board for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. The number of students in any particular grade and/or the number of students within a class may vary for the purpose of accommodating staffing exigencies and attrition patterns. In no event will over-subscription, fluctuations in the number of classrooms or variations in the number of students in a grade or class result in a violation of any provision or limit contained within the school's charter contract or applicable law.

The school's openings by grade level change daily and will be posted at the lottery. Parents can contact the school registrar to obtain updates.

Enrollment Preferences

•	Currently enrolled students.
•	Siblings of currently enrolled students.
•	Siblings of students selected in the random selection process.
•	Children of staff members (at least .5 FTE) or current board members.

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants: siblings of currently enrolled students, siblings of students selected in the random selection process, children of staff members (at least .5 FTE) or current board members, all remaining applicants.

If permitted by law, other enrollment preferences may be granted.

Siblings are defined as a student who is a sibling of an accepted or enrolled student who has at least one common parent/legal guardian and is living in the same household at least 50% of the time. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

Accepting a Seat

Prior to the start of school, accepted students must confirm their intent to attend the school within two weeks of acceptance by returning certain initial forms, including an Admissions Form, Official Release of Records Form, and proof of residency documentation (individual schools may choose to offer a defined grace period). One month prior to the first day of school and throughout the school year, the process will be accelerated, and families will have 24 business hours to verbally accept the seat. All remaining enrollment forms must be complete and submitted prior to the student's first day of school.

The school will send a reminder to all parents/guardians that if the student does not attend the first day of school or call in to request an excused absence on the first day of school, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to contact all

PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT Michigan

applicants who have not responded to inquire whether the applicant is still planning to attend. If families do not respond within the deadline specified in the acceptance letter or decline the seat by contacting the school, the seat will be filled by the next person on the waiting list. The declining family will need to reapply if they change their mind.

Waiting List Policy

The school will keep accurate records of their waiting list containing the names home addresses, telephone numbers and grade levels of students. All applicants on a waiting list must re-submit an application for the following school year beginning in the next Open Enrollment Period.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade. The grade where the seat may be filled shall be determined by considering which grade is deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Communication Prior to the First Day

As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians, and students prior to the first day of school. The school will send all applicants a reminder communication to inform parents/guardians of the importance of being present on the first day of school. If the student fails to show up on his/her given start date without prior notice to the school, additional follow up will be made with the family. Unless the family provides a response to save the seat and a new start date has been established, the student will immediately forfeit his/her accepted or registered status in the school and will not be enrolled.

Re-Enrolling No Shows

If a returning student fails to show up on the first day without prior notice to the school, additional follow up will be made with the family by means that may include a telephone call, text, email, or letter to the home address as provided by the family to the school on the application. If no response has been received after three contact attempts, the school will unenroll the absent student and fill the vacant seat in accordance with the process outlined above. The school will not hold the student's seat beyond the first full week of school, without previous approval by the school's leadership.

Withdrawal Process

Students may be withdrawn from the school at any time in accordance with the procedure outlined below. Only the enrolling custodial parent/guardian may withdraw a student. The withdrawal process is as follows:

1. The school will verify that the withdrawing parent/guardian is the custodial parent/guardian.
2. The withdrawing parent/guardian must complete a withdrawal form and provide a signature to confirm the withdrawal decision.
3. The school will confirm receipt of the completed withdrawal form and signature and may follow up with the parent to further discuss the nature of the withdrawal. If resolution is not made as a result of the follow up conversation, the school will remove the student from the school's roster.

Appeals

Any parent or guardian may contest or appeal the random selection process, in writing, to the school's Board of Directors within 30 days of the lottery date. The bases for an appeal are limited to the

PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT Michigan

violation of law or written policy or material error in the application of the Enrollment and Admission policy. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made in writing by the school board or its designee.

Name:	Owner/Dept:	Date Last Updated:
Foster Care Practices & Procedures	Emilie Smith Safety & Health	January 2025

1. PURPOSE

To promote the educational stability of students in placed in Foster Care by working with students, their designated caregivers, and local child welfare agencies, or at the state level in compliance with Every Student Succeeds Act ("ESSA").

2. PRACTICE

The school will adhere to the provisions of ESSA to ensure the educational stability of all identified children in Foster Care by working with students, their designated caregivers, and local child welfare agencies to determine the educational placement that is in the best interest of the student, and by providing transportation and other services consistent with applicable state laws and regulations.

Definitions

"Foster Care" – refers to 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

"School of Origin" - the school the child attended when in the care of the biological parent(s) or the school in which the child was last enrolled. When the child completes the final grade level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

"Additional Cost" – refers to the difference between what an LEA would otherwise spend to transport a child to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

- 4.1 The school's Foster Care Liaison, in collaboration with the Child Welfare Agency ("CWA"), will serve as one of the primary contacts in between foster families, school staff, and district personnel.
- 4.2 The principal will designate a Foster Care Liaison ("Liaison") who is not required to, but may also, fill the role of McKinney-Vento liaison at the school.
- 4.3 The Liaison will:
 - Collaborate with local CWA to ensure children in Foster Care are immediately enrolled;
 - Document and attend the Best Interest Determination;
 - Facilitate the immediate transfer of records for all children in Foster Care;

- Ensure that children in Foster Care have full and equal opportunities to succeed in the school;
- Ensure that children in Foster Care and their families receive eligible educational services;
- Track attendance and progress of children in Foster Care;
- Inform foster parents/ guardians and children in Foster Care of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes in accordance with state guidance and complaint procedures;
- Conduct annual training for school personnel on Title I Provisions, educational needs of children in foster care, and Liaison duties; and
- Record *myNHA* information in collaboration with office staff;

5. PROCEDURES

5.1 Identification

It is the role of the CWA to notify the school of a child being placed in Foster Care within the state designated number of school days. During the enrollment process, if students in Foster Care are enrolled, the Liaison will contact the appropriate CWA to ensure open communication takes place regarding the needs of the student.

5.2 School Selection & Best Interest Determination

Children and youth in Foster Care must remain at their School of Origin unless the Best Interest Determination requires attendance in a designated district; or extenuating circumstances apply. After a child exits Foster Care, if it is determined to be in the child's best interest, the child has the right to remain enrolled in, and continue receiving transportation to the School of Origin for the remainder of the academic year during which the child exits Foster Care.

Children and youth in Foster Care may remain at their School of Origin the entire time they are in Foster Care and until the end of any academic year in which they exit Foster Care. The same applies if they enter Foster Care between academic years.

Best interest of the child is a child-centered determination, based on the needs and interests of the child. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to conclusions of the Best Interest Determination facilitated by the CWA, or extenuating circumstances require the child be placed in a new district. Costs associated with services required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

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Foster Care Practices & Procedures	Emilie Smith Safety & Health	January 2025

It is the role of the CWA to form a committee for the Best Interest Determination and initiate communication to the appropriate parties. At the conclusion of the Best Interest Determination, the CWA must provide committee members with a written explanation of the reasons for its determination and outline the right to dispute the decision.

The written explanation should include:

- A description of the action proposed or refused by the committee;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the committee's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed; and
- Contact information for the Liaison, CWA Coordinator, and a brief description of the roles.

During the Best Interest Determination, every effort will be made by the relevant parties to reach an agreement regarding the appropriate school placement for children in foster care. However, if there is disagreement the final decision will be ceded to the CWA. This is because the CWA is able to assess both the non-educational factors and other components of the child's case plan.

Once a decision is made following a disagreement the CWA, will provide a written explanation of the resolution to all involved parties, demonstrating proof that its decision is in the child's best interest.

5.3 **Enrollment**

The CWA must provide a copy of the Best Interest Determination to the enrolling school, absent extenuation circumstances. The school selected for enrollment must immediately enroll any children in Foster Care upon receiving confirmation of the Best Interest Determination conclusions or confirmation that extenuating circumstances apply. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's placement in Foster Care.

The Liaison and other district personnel will coordinate the transfer of school records and contact the child's previous school to request school records within one (1) school day of receiving the requisite documents from the CWA related to the child's enrollment. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from the previous school, state registries and/or community-based clinics.

The Liaison and other district personnel will ensure that all school records pertaining to a student transferring out of district are sent to the receiving school within ten (10) school days of the CWA's notification that a student in Foster Care is changing schools.

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5.4 Services

The school must provide children and youth in Foster Care the services, for which they meet relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Educational services for which the student meets eligibility criteria, including special education, Title I, and related services and programs for English Learners;
- School nutrition programs;
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

Transportation and Transportation Plans

Minimally, the Charter District will review the state approved transportation plan template on an annual basis to ensure all information is accurate and current and submit this to the designated state contacts and agencies. At a foster parent or CWA's request, the school will immediately arrange and provide transportation to and from the School of Origin through an appropriate, cost-effective option. The Liaison will coordinate these arrangements with the local CWA. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes and when making the *best interest of the child* determination. The length of the commute will only be considered when making the *best interest of the child* determination regarding potential harm to the child. Transportation disputes will not result in a child in Foster Care missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the local CWA and state authorities following the appropriate complaint procedures.


A child in foster care needing transportation will continue to receive this service for the duration of time the child is in foster care, through the end of the academic year to ensure that the child's educational stability is maintained.

The Charter District will coordinate and collaborate with the CWA to make an appropriate transportation plan that supports the student's school stability plan and is fair to the Charter District's taxpayers, consistent with the Charter District's obligations under the federal Fostering Connections Act.

The Charter District recognizes the CWA may have access to federal funds to support the student's school stability plan, including transportation costs. Therefore, when there are additional costs incurred by the Charter District to provide transportation to the school of origin the Charter District will first seek to have the CWA agree to provide that transportation through a separate contract or by reimbursing the Charter District. The Charter District will also consider sharing the additional cost with the CWA or absorbing the full of amount of the additional cost. Until such an agreement is reached and signed, the district will continue to fund and transport the child in foster care.

Title I

Children and youth in Foster Care are automatically eligible for Title I services. The school



will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the ESSA, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Children and youth in Foster Care suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

5.5 Discipline


Students in foster care should be held to the same disciplinary standards as their peers who are not in foster care except when the behavior is a result of placement in foster care. For example, a student should not be penalized for absences due to court appointments or court appointed counseling.

5.6 Dispute

The following steps and procedures should take place in resolving disputes regarding school selection or transportation

Disputes & Appeals

- A dispute is either an oral or written and signed statement between the local liaison and the CWA in regards to a school selection or transportation determination.
- An appeal is an oral or written and signed statement requesting a review of a previously submitted complaint. If the Complainant is not satisfied with the final resolution, they have the right to notify the state within two (2) school days of their intent to appeal the determination.
- The final decision regarding a second appeal lies with the state.



Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- School of origin must provide transportation to the school of origin until the dispute has been resolved.

Role of Liaison & CWA

- Ensure the student remains in their school of origin and be provided with transportation during.
- The initiating party shall request any documents related to the issue in question.
- To initiate a state-level dispute the requested documentation must be submitted to the ESSA/Foster Care Coordinator and include Foster Care Dispute & Complaint Initiation form, the CWA Best Interest Determination, and other relevant documents.
- State ESSA/Foster Care Coordinator has 15 working days to review all submitted documentation related to the dispute and make a determination.

Name:	Owner/Dept:	Date Last Updated:
McKinney-Vento/Homeless Practices & Procedures	Emilie Smith Safety & Health	January 2025

1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 U.S.C. §11301 et seq.) ("McKinney-Vento Act").

2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified students experiencing homelessness and Unaccompanied Youth enrolled in or being considered for enrollment in the district receive a free and appropriate education and meaningful opportunities to succeed in the school. This includes identified students experiencing homelessness eligible for pre-kindergarten programming.

Definitions

"Student experiencing homelessness"- a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

"School of Origin" – the public school, including a preschool or a charter school, the student attended when permanently housed or the school in which the student was last enrolled. When the child completes the final grade, level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

"Unaccompanied Youth" - a youth not in the physical custody of a parent or guardian who meets the definition of homeless.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

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- 4.1 The school principal will designate a local homeless Liaison (“Liaison”). Best practice asks that this be a social worker, counselor, or an intervention dean. The Liaison’s name and role will be posted in the front office and updated as necessary.
- 4.2 The Liaison will serve as one of the primary contacts between families experiencing homelessness and school staff, district personnel, shelter workers, state coordinators for students experiencing homelessness, public and private service providers in the community, housing and placement agencies, and other service providers.
- 4.3 The Liaison will ensure that:
 - Students experiencing homelessness are identified by school personnel and through coordination activities with other entities and agencies;
 - Ensure that students experiencing homelessness are immediately enrolled in and have full and equal opportunities to succeed in the school;
 - Ensure that students experiencing homelessness and their families receive eligible educational services;
 - Make referrals to housing, health, mental health, dental, and other services;
 - Inform parents/guardians of educational and related opportunities available to their children;
 - Inform Unaccompanied Youths of their status as independent students under section 480 of the Higher Education Act of 1965 and their right to receive verification of this status;
 - Provide parents/guardians with meaningful opportunities to participate in their child’s education;
 - Inform parents/ guardians and students experiencing homelessness of all transportation services, and assist them in accessing these services;
 - Clearly communicate all required information in a form, manner, and language that is understandable;
 - Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
 - Assist the requestor in commencing an appeal pursuant to applicable law;
 - Disseminate public notice of the educational rights of students experiencing homelessness;
 - Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying students experiencing homelessness, procedures for reporting to the Liaison, and Liaison duties; and
 - Record *myNHA* information in coordination with the registrar.

5. PROCEDURES

5.1 Identification

The school has an affirmative obligation to identify students in temporary housing. The Liaison, in collaboration with school personnel and community organizations, will identify Students experiencing homelessness, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels,

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campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire ("SRQ") upon enrollment of any student and all students whose address changes during the school year, and the provided response must clearly describe current living arrangements of the student to determine whether they meet the definition of a student experiencing homelessness. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement this practices and procedures document and ensure adherence with federal, state and NHA requirements.

New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form, following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Office of STAC & Special Aids Unit (New York State Education Department, Room 415, Education Building, Albany, NY 12234) and keep a copy in the school's records.

5.2 School Selection

Students experiencing homelessness have the right to remain at their School of Origin or to attend any school in the attendance area in which students are actually living. After a student becomes permanently housed, they have the right to remain enrolled in, and continue receiving transportation to the school of origin for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade;

If the parent/guardian agrees, students experiencing homelessness will remain at their School of Origin to the extent it aligns with the best interests of the child. students experiencing homelessness may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

Best interest of the student is a child-centered determination, based on the needs and interests of the particular individual and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

If, after weighing these considerations, the liaison determines it is not in the student's best interest to attend their School of Origin, the Liaison must provide the parent,

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guardian, or Unaccompanied Youth with a written explanation of the reasons for its determination and outlining the right to appeal.

The written explanation should include:

- A description of the action proposed or refused by the school;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed including notice that families and students have 30 days to appeal; and
- Contact information for the local liaison and State Coordinator, and a brief description of the roles.

5.3 Enrollment

The school selected for enrollment must immediately enroll any student experiencing homelessness. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the student's living situation.

The school will coordinate the transfer of school records with other districts and contact the student's previous school to obtain school records. Initial placement of a student whose records are not immediately available will be made based on the age and information gathered from the student, parent, and previous schools or teachers. Student will receive full or partial credit based on the information provided from the previous school or for coursework completed, as appropriate. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community-based clinics.

The school will excuse any tardiness or absence related to the student experiencing homelessness's living situation when applying any school policy regarding tardiness or absences.

5.4 Services

The school must provide students experiencing homelessness services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language

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learners;

- School nutrition programs (the school will provide free meals to the student experiencing homelessness as all eligible McKinney-Vento students are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs;
- Before- and after-school programs; and
- Other extra-curricular activities

Transportation

The Liaison will coordinate transportation arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered when making the *best interest of the child* determination in regard to potential harm to the child (New York Only: or up to 50 miles each way, even if such services are not available to student who are permanently housed).

Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a student experiencing homelessness missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate dispute procedures as detailed in this document.

Transportation is provided at a parent/guardian's or Unaccompanied Youth's request to the school of origin for students who are homeless, including preschool students if applicable, for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade.

Transportation is provided for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier.

Title I

Students experiencing homelessness are automatically eligible for Title I services and remain eligible after becoming permanently housed for the remainder of the school year. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and

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the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of students experiencing homelessness suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Unaccompanied Youth suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

5.5 Discipline

School discipline policies are applicable to students' experiencing homelessness and permanently housed students alike. However, students experiencing homelessness may not be disciplined for behavior directly related to their housing circumstances.

5.6 Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding eligibility, enrollment, school selection.

Disputes & Appeals

- A dispute is either an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation in regards to eligibility, enrollment, or school selection. All dispute appeals must be submitted to the McKinney-Vento/Homeless Liaison.
- An appeal is an oral or written and signed statement requesting a review of a previously submitted complaint. If the Complainant is not satisfied with the final resolution, they have the right to notify the school within two (2) school days of their intent to appeal the decision with the McKinney-Vento/Homeless Liaison using the McKinney-Vento Written Notification of Request to Appeal form which shall be attached to the McKinney-Vento Written Notification of Determination
- The final decision regarding a second appeal lies with the principal. Upon receiving the principal's decision, if the Complainant is not satisfied with the proposed resolution, an appeal may be made in accordance with the state's designated appeal process, as outlined below.

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Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services the child is eligible for, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must immediately notify the principal and other necessary parties that the dispute process has been initiated.
- Within one (1) school business day of a complaint being filed, the Liaison shall provide a printed copy of a Complainant's rights, including the right to appeal.
- Upon receipt of a complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant using the Written Notification of Determination form and discuss the complaint with the Complainant and the Complainant's right to appeal the decision.
- The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant has the right to submit a written or verbal appeal to the school principal regarding the decision, using the attached Request to Appeal form. The Principal and Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below upon initiation of a complaint or appeal.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s) with the State Homeless Coordinator.

Appeal Procedures – Colorado

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

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Use the Colorado Dispute Resolution Form during the appeal process. The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the school violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

Appeal Procedures – Georgia

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department. The complaint may be made either in writing or submitted electronically through the Department's online complaint process.

Address the complaint to the following address:

- Georgia Department of Education, Legal Services Division, 205 Jese Hill Jr. Drive SE, Atlanta, Georgia 30334

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

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Appeal Procedures – Indiana

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of students experiencing homelessness, address the complaint to the following address:

- Indiana McKinney-Vento Homeless Education State Coordinator, Indiana Department of Education, 100 N Senate Ave, 9th floor, Indianapolis, Indiana 46204

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing, among other things, the IDOE's commitment to issue a resolution in the form of a Letter of Findings.

An IDOE complaint investigator will conduct an independent review of all relevant information and issue the Letter of Findings to the Complainant within thirty (30) days of receipt of a complaint, absent exceptional circumstances.

Appeal Procedures – Louisiana

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support, 1201 North Third Street, Baton Rouge, Louisiana 70802

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;

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- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include a breakdown of the findings, the reasons for the final decision, and the Complainants right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

Appeal Procedures – Michigan

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant. The complaint may be submitted electronically or mailed to the address listed out below.

Address the complaint to the following address:

- State Coordinator for Homeless Education, Michigan Department of Education, Office of Field Services, Special Populations Unit, 608 W. Allegan Street P.O. Box 30008, Lansing, MI 48909

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information within five (5) school days to three regional McKinney-Vento staff.

Within five (5) school days the regional staff will review the documentation and use the MDE Dispute Review Form to submit a summary, concerns, and recommendations to the State Coordinator.

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Within two (2) school days of receiving the regional reviews, the State Coordinator will render a decision and notify the Complainant.

If the complaint is not resolved in a satisfactory manner by the State Coordinator, the final appeal shall be directed to the OFS Special Populations Manager by the Complainant. Appeals under this process must be made in writing and signed by the Complainant.

Within five (5) school days after receiving the regional reviews, the OFS Special Populations Manager will render a final decision and notify the Complainant. There are no federal level appeals for McKinney-Vento disputes through USDOE.

Appeal Procedures – North Carolina

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Coordinator for Homeless Education, National Center for Homeless Education, SERVE Center at UNCG, 6301 Mail Service Center, Raleigh, North Carolina, 27699

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 school days following receipt of the complete appeal, the State Coordinator shall issue a final written decision to the school and the Complainant.

Appeal Procedures – New York

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the Commissioner, completing the New York Form Petition, and providing copies of the form and supporting documentation at no cost to the Complainant.

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The Liaison will provide the Complainant an acknowledgement of receipt of the Form Petition and will transmit the Form Petition and related documents on behalf of the Complainant to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York within five days of receipt.

The student experiencing homelessness may continue attending the school and receiving transportation services until the Commissioner issues an appeal decision.

McKinney-Vento liaison's dispute resolution responsibilities:

- The school's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law
- §310 of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the school's McKinney-Vento liaison will:
- provide the parent or guardian or unaccompanied youth with a copy of the form petition, which is available at:
<http://www.counsel.nysed.gov/appeals/homelessForms>;
- assist the parent or guardian or unaccompanied youth in completing the form petition;
- arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;

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- accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The liaison must also make such correspondence available to the parent or guardian or unaccompanied youth; and
- maintain a record of all appeals of enrollment, school selection, and transportation determinations.

Appeal Procedures – Ohio

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 South Front Street, Columbus, Ohio 43215

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

Detroit Merit Charter Academy

2025-26 School Year

July 2025						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

7/4 - Fourth of July

August 2025						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8/5-8/7 - New Teacher Summit
 8/11-8/13 - Staff PD
 8/14 - New Staff PD
 8/15 - Staff PD
 8/18-8/22 - Staff PD
 8/25 - First Day of School
 8/29 - Labor Day Break

September 2025						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9/1 - Labor Day
 9/2 - School Resumes

October 2025						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10/1 - Count Day
 10/15 - Data Dive/Planning
 10/20 - Parent Teacher Conference Week

November 2025						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11/12 - Data Dive/Planning
 11/14 - Regional PD
 11/21 - Trimester 1 Ends
 11/24 - Trimester 2 Begins
 11/26-11/28 - Thanksgiving Break

December 2025						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12/1 - School Resumes
 12/5 - Award Ceremonies
 12/22-1/2 - Winter Break

January 2026						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1/5 - School Resumes
 1/19 - Martin Luther King, Jr. Day

February 2026						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

2/2 - Parent Teacher Conference Week
 2/4 - Data Dive/Planning
 2/11 - Count Day
 2/16 - Presidents' Day
 2/17-2/20 - Mid Winter Break
 2/23 - School Resumes
 2/27 - Regional PD

March 2026						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3/6 - Trimester 2 Ends
 3/9 - Trimester 3 Begins
 3/11 - Data Dive/Planning
 3/20 - Award Ceremonies
 3/30-4/3 - Spring Break

April 2026						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4/6 - School Resumes

May 2026						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						





5/25 - Memorial Day

June 2026						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6/9 - Trimester 3 Ends
 6/10 - Award Ceremonies/8th Grade Promotion
 6/11 - Last Day of School/Family Fun Day
 6/12 - Records Day
 6/15 - Records Day

Board Approved:
5/20/2025 10:43 AM

Last Update:
5/20/2025 10:43 AM

 Students Report Half Day / Staff Report All Day
 Late Start @ 9:00 AM
 Students Do Not Report / Staff Report All Day
 Students / Staff Do Not Report

180 School Days
 8:00 AM-3:00 PM School Hours
 8:00 AM-11:30 AM (half)
 1,148.08 Instructional Hours

Detroit Merit Charter Academy - 2025-26

July	4 - Fourth of July (<i>Students Off / Staff Off</i>)
August	5-7 - New Teacher Summit (<i>Informational</i>) 11-13 - Staff PD (<i>Students Off / Staff Report All Day</i>) 14 - New Staff PD (<i>Students Off / Staff Report All Day</i>) 15 - Staff PD (<i>Students Off / Staff Report All Day</i>) 18-22 - Staff PD (<i>Students Off / Staff Report All Day</i>) 25 - First Day of School (<i>First Day of School</i>) 29 - Labor Day Break (<i>Students Off / Staff Off</i>)
September	1 - Labor Day (<i>Students Off / Staff Off</i>) 2 - School Resumes (<i>School Resumes</i>)
October	1 - Count Day (<i>Count Period</i>) 15 - Data Dive/Planning (<i>Student Late Start / Staff Report All Day</i>) 20 - Parent Teacher Conference Week (<i>Students & Staff Report All Day</i>)
November	12 - Data Dive/Planning (<i>Student Late Start / Staff Report All Day</i>) 14 - Regional PD (<i>Students Off / Staff Report All Day</i>) 21 - Trimester 1 Ends (<i>Informational</i>) 24 - Trimester 2 Begins (<i>Informational</i>) 26-28 - Thanksgiving Break (<i>Students Off / Staff Off</i>)
December	1 - School Resumes (<i>School Resumes</i>) 5 - Award Ceremonies (<i>Students & Staff Report All Day</i>) 22-2 - Winter Break (<i>Students Off / Staff Off</i>)
January	5 - School Resumes (<i>School Resumes</i>) 19 - Martin Luther King, Jr. Day (<i>Students Off / Staff Off</i>)
February	2 - Parent Teacher Conference Week (<i>Students & Staff Report All Day</i>) 4 - Data Dive/Planning (<i>Student Late Start / Staff Report All Day</i>) 11 - Count Day (<i>Count Period</i>) 16 - Presidents' Day (<i>Students Off / Staff Off</i>) 17-20 - Mid Winter Break (<i>Students Off / Staff Off</i>) 23 - School Resumes (<i>School Resumes</i>) 27 - Regional PD (<i>Students Off / Staff Report All Day</i>)
March	6 - Trimester 2 Ends (<i>Informational</i>) 9 - Trimester 3 Begins (<i>Informational</i>) 11 - Data Dive/Planning (<i>Student Late Start / Staff Report All Day</i>) 20 - Award Ceremonies (<i>Students & Staff Report All Day</i>) 30-3 - Spring Break (<i>Students Off / Staff Off</i>)
April	6 - School Resumes (<i>School Resumes</i>)
May	25 - Memorial Day (<i>Students Off / Staff Off</i>)
June	9 - Trimester 3 Ends (<i>Informational</i>) 10 - Award Ceremonies/8th Grade Promotion (<i>Students & Staff Report All Day</i>) 11 - Last Day of School/Family Fun Day (<i>Student Half Day / Staff Report All Day</i>) 12 - Records Day (<i>Students Off / Staff Report All Day</i>) 15 - Records Day (<i>Students Off / Staff Report All Day</i>)

Board Approved:	5/20/2025 10:43 AM
Last Update:	5/20/2025 10:43 AM
School Days:	180
School Hours - Full Day:	8:00 AM-3:00 PM
School Hours - Half Day:	8:00 AM-11:30 AM
School Hours - Late Start:	9:00 AM-3:00 PM
Instructional Hours:	1,148.08

Detroit Merit Charter Academy 2025-26 Master Schedule DRAFT

Start - End	Kinder.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	6A	6A	6A	6th Grade Period		6C	6B			
Detroit Merit K-6							M	T/TH	W/F	in myNHA		M-F	M-F			
8:00 AM - 8:05 AM	Homeroom	Homeroom			Math (20)	Math (45)	Specials	Specials	Specials	1		Intervention (40)	Intervention (40)			
8:05 AM - 8:10 AM																
8:10 AM - 8:15 AM																
8:15 AM - 8:20 AM																
8:20 AM - 8:25 AM																
8:25 AM - 8:30 AM	ELA (140)	ELA (165)	ELA (105)	ELA (70)	Specials	ELA (90) May	ELA (90) May	ELA (90) May	2		Moral Focus (35)	Moral Focus (35)				
8:30 AM - 8:35 AM																
8:35 AM - 8:40 AM																
8:40 AM - 8:45 AM																
8:45 AM - 8:50 AM																
8:50 AM - 8:55 AM																
8:55 AM - 9:00 AM																
9:00 AM - 9:05 AM																
9:05 AM - 9:10 AM																
9:10 AM - 9:15 AM																
9:15 AM - 9:20 AM																
9:20 AM - 9:25 AM																
9:25 AM - 9:30 AM																
9:30 AM - 9:35 AM																
9:35 AM - 9:40 AM																
9:40 AM - 9:45 AM																
9:45 AM - 9:50 AM																
9:50 AM - 9:55 AM																
9:55 AM - 10:00 AM																
10:00 AM - 10:05 AM	ELA (165)			Intervention (45)	Specials	ELA (105)	Moral Focus (35)	Moral Focus (35)	Moral Focus (35)	3		6th Grade Math (90)	ELA (90)			
10:05 AM - 10:10 AM																
10:10 AM - 10:15 AM																
10:15 AM - 10:20 AM																
10:20 AM - 10:25 AM																
10:25 AM - 10:30 AM																
10:30 AM - 10:35 AM																
10:35 AM - 10:40 AM																
10:40 AM - 10:45 AM																
10:45 AM - 10:50 AM																
10:50 AM - 10:55 AM																
10:55 AM - 11:00 AM																
11:00 AM - 11:05 AM	Math (60)		Moral Focus	Intervention (45)	Intervention (45)	ELA (45)	6th Grade AIM Preferred Pathway Math (90)	7th Grade AIM Preferred Pathway Math (90)	8th Grade AIM Preferred Pathway Math (90)	4		Science (45)	Social Studies (45)			
11:05 AM - 11:10 AM																
11:10 AM - 11:15 AM																
11:15 AM - 11:20 AM																
11:20 AM - 11:25 AM																
11:25 AM - 11:30 AM																
11:30 AM - 11:35 AM																
11:35 AM - 11:40 AM																
11:40 AM - 11:45 AM																
11:45 AM - 11:50 AM																
11:50 AM - 11:55 AM																
11:55 AM - 12:00 PM																
12:00 PM - 12:05 PM	Recess		Lunch	Soc. Em. Learn	Math (90)	Lunch	Recess	6th Grade AIM Preferred Pathway Math (90)	7th Grade AIM Preferred Pathway Math (90)	8th Grade AIM Preferred Pathway Math (90)	5		5 M (A)	5 T/Th	ELA (90)	6th Grade Math (90)
12:05 PM - 12:10 PM																
12:10 PM - 12:15 PM																
12:15 PM - 12:20 PM																
12:20 PM - 12:25 PM																
12:25 PM - 12:30 PM																
12:30 PM - 12:35 PM																
12:35 PM - 12:40 PM																
12:40 PM - 12:45 PM																
12:45 PM - 12:50 PM																
12:50 PM - 12:55 PM																
12:55 PM - 1:00 PM																
1:00 PM - 1:05 PM	Science / Social Studies (45)	Specials		Math (75)	Moral Focus		Science (45)	Social Studies (90)	Science (90)	6						
1:05 PM - 1:10 PM																
1:10 PM - 1:15 PM																
1:15 PM - 1:20 PM																
1:20 PM - 1:25 PM																
1:25 PM - 1:30 PM																
1:30 PM - 1:35 PM																
1:35 PM - 1:40 PM																
1:40 PM - 1:45 PM																
1:45 PM - 1:50 PM																
1:50 PM - 1:55 PM																
1:55 PM - 2:00 PM																
2:00 PM - 2:05 PM	Specials	Science / Social Studies (45)		Science (45)	Science (45)	Science (45)	Intervention (40)	Intervention (40)	Intervention (40)	6						
2:05 PM - 2:10 PM																
2:10 PM - 2:15 PM																
2:15 PM - 2:20 PM																
2:20 PM - 2:25 PM																
2:25 PM - 2:30 PM																
2:30 PM - 2:35 PM																
2:35 PM - 2:40 PM																
2:40 PM - 2:45 PM																
2:45 PM - 2:50 PM																
2:50 PM - 2:55 PM																
2:55 PM - 3:00 PM																
3:00 PM - 3:05 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal		Dismissal	Dismissal			
3:05 PM - 3:10 PM																
3:10 PM - 3:15 PM																

Detroit Merit Charter Academy 2025-26 Specials Schedule DRAFT

Teachers:	Art:	Music:	PE:	Tech:			
	Baker	Williams	Nabozny	Sweeney			

Course Names should match what is on the Teacher Info tab

8:00-8:40		Days or Marking Period					
Course Names	7th/8th Grade	Trimester 1	Trimester 2	Trimester 3			
	Art	7C	8A	6A			
	Music	7A	7C	8A			
	PE	6A	7A	7C			
	Tech	8A	6A	7A			
	[Course Name]						

8:45-9:25		Days or Marking Period					
Course Names	5th Grade	Monday	Tuesday	Wednesday	Thursday	Friday T1	Friday T2
	Art		5C	5B	5A		5C
	Music	5B	5A		5C	5B	5A
	PE	5A		5C	5B	5A	5C
	Tech	5C	5B	5A		5C	5B
	[Course Name]						

9:30-10:10		Days or Marking Period					
Course Names	4th Grade	Monday	Tuesday	Wednesday	Thursday	Friday T1	Friday T2
	Art	4C	4B	4A		4C	4B
	Music	4A		4C	4B	4A	4C
	PE		4C	4B	4A		4C
	Tech	4B	4A		4C	4B	4A
	[Course Name]						

10:15-10:55		Days or Marking Period					
Course Names	3rd Grade	Monday	Tuesday	Wednesday	Thursday	Friday T1	Friday T2
	Art	3B	3A		3C	3B	3A
	Music		3C	3B	3A		3C
	PE	3C	3B	3A		3C	3B
	Tech	3A		3C	3B	3A	
	[Course Name]						

12:05-12:45		Days or Marking Period					
Course Names	2nd Grade	Monday	Tuesday	Wednesday	Thursday	Friday T1	Friday T2
	Art	2A		2C	2B	2A	2C
	Music	2C	2B	2A		2C	2B
	PE	2B	2A		2C	2B	2A
	Tech		2C	2B	2A		2C
	[Course Name]						

12:50-1:30		Days or Marking Period					
Course Names	1st Grade	Monday	Tuesday	Wednesday	Thursday	Friday T1	Friday T2
	Art		1C	1B	1A		1C
	Music	1B	1A		1C	1B	1A
	PE	1A		1C	1B	1A	1C
	Tech	1C	1B	1A		1C	1B
	[Course Name]						

1:35-2:15		Days or Marking Period					
Course Names	Kindergarten	Monday	Tuesday	Wednesday	Thursday	Friday T1	Friday T2
	Art	K1	K4	K3	K2	K1	K4
	Music	K3	K2	K1	K4	K3	K2
	PE	K2	K1	K4	K3	K2	K1
	Tech	K4	K3	K2	K1	K4	K3
	[Course Name]						

2:20-3:00		Days or Marking Period					
Course Names	6th/7th Grade	Trimester 1	Trimester 2	Trimester 3			
	Art	7B	8B	6B			
	Music	6C	7B	8B			
	PE	6B	6C	7B			
	Tech	8B	6B	6C			
	[Course Name]						

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**

Schedule 7-8

Address and Description of Proposed Physical Plant

Detroit Merit Charter Academy is located at 1091 Alter Road in Detroit, Michigan.

Detroit Merit is housed in a two-story concrete and steel remodel of a catholic school with a three-story addition. The building is equipped with a heat pump, cooling tower, and boiler Hvac system and has a membrane roofing system with brick facade. This school is approximately 38,000 sq. ft. This building contains 28 classrooms, library/media, art, and music rooms.

February 24, 2012

Mr. Mike Moran
Director of Properties
Archdiocese of Detroit
1234 Washington Blvd.
Detroit, MI 48236-1825

RE: St. Ambrose Academy (1091 Alter Rd., Detroit, MI 48215) Lease Renewal

Dear Mr. Moran,

Per Section 19 of our Lease Agreement dated August 19, 2002, National Heritage Academies provides this notice of our intent to exercise the first renewal option and extend the term of the Lease for 5 years (through June 30, 2017).

Best Regards,



Jeff Chamberlain
Real Estate Manager

Cc: Father Timothy R. Pelc, St. Ambrose Parish

TENTH AMENDMENT TO SUB-LEASE AGREEMENT

THIS SUB-LEASE AMENDMENT is effective July 1, 2011 and is entered into by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation ("**Landlord**") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan ("**Tenant**").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002 (the "**Sub-Lease**"), whereby Tenant leased real estate and improvements from Landlord.

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:


1. **Term.** Paragraph 2.1 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

2.1 The "**Initial Term**" of this Sub-Lease shall commence on July 1, 2011 and shall terminate effective June 30, 2012 (the "**Initial Term Expiration**"), unless sooner terminated as hereinafter set forth. Provided that (a) Tenant is not then in Default under this Sub-Lease, the Lease, the Management Agreement, or the "**Charter**" (as defined in Section 13.1.E. below), and (b) this Sub-Lease, the Management Agreement and the Charter are still in full force and effect, then, unless a Notice of Non-Renewal is sent as provided below, this Sub-Lease shall be automatically renewed for successive one (1) year terms, upon the same terms and conditions as contained herein. The "**Term**" of this Sub-Lease shall mean the Initial Term and every renewal term entered into by Landlord and Tenant. The term "**Upcoming Expiration Date**" shall mean the Initial Term Expiration, or if the Initial Term Expiration has occurred, then the upcoming anniversary of the Initial Term Expiration. If either party, in its sole discretion, does not wish for this Sub-Lease to automatically renew, then at least one hundred eighty (180) days prior to the Upcoming Expiration Date, such party must notify the other party in writing that it does not wish the Term to be renewed (a "**Notice of Non-Renewal**"). Upon the timely delivery of a Notice of Non-Renewal, this Sub-Lease shall terminate on the Upcoming Expiration Date. The parties acknowledge that the Tenant's authorizer, as part of any reauthorization or renewal, may require that the Tenant submit an amended or restated Sub-Lease for review by its authorizer. The parties further acknowledge and agree that any changes to this Sub-Lease other than length of Term will be documented through an amendment to this Sub-Lease signed by both parties and subject to the prior review of the Tenant's authorizer. Notwithstanding anything to the contrary in this Section 2.1, Landlord in its sole discretion, may immediately terminate this Sub-Lease upon termination of the Lease for any cause whatsoever. Tenant has no right to terminate this Sub-Lease, nor does Tenant have any right to any abatement, deduction, deferment or reduction of the rent under this Sub-Lease.

2. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE ACADEMIES, INC.
a Michigan corporation

By: 
Paul Witte
Its: Sr. Director – Legal and Compliance

TENANT:

DETROIT MERIT CHARTER ACADEMY
a public school academy

By: 
Its: Board President

NINTH AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on May 20, 2010 to be effective July 1, 2010, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2010 and shall terminate on June 30, 2011. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Survival.** Except as expressly set forth above, all of the remaining terms and conditions of the Lease shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____

Greg Lambert
Its: Treasurer

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: _____

Its Board President

EIGHTH AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on 5-11, 2009 to be effective July 1, 2009, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2009 and shall terminate on June 30, 2010. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of One Million Four Thousand One Hundred Two and No/100 Dollars (\$1,004,102.00), in equal monthly installments of Eighty-Three Thousand Six Hundred Seventy-Five and 00/100 Dollars (\$83,675.00) each in advance on the first day of each month. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA.

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____

Greg Lambert

Its: Sr. Vice President & CFO

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: _____

Its Board President

SEVENTH AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on 5/15/08, 2008 to be effective July 1, 2008, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2008 and shall terminate on June 30, 2009. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Nine Hundred Eighty-Seven Thousand Nine Hundred Thirty-Eight and No/100 Dollars (\$987,938.00), in equal monthly installments of Eighty-Two Thousand Three Hundred Twenty-Eight and 00/100 Dollars (\$82,328.00) each in advance on the first day of each month. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA.

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: 

Greg Lambert

Its: Sr. Vice President & CFO

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: 

Its Board President

SIXTH AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on MAY 17, 2007 to be effective July 1, 2007, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2007 and shall terminate on June 30, 2008. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Eight Hundred Fifty-Five Thousand Eight-Four and No/100 Dollars (\$855,084.00), in equal monthly installments of Seventy-One Thousand Two Hundred Fifty-Seven and 00/100 Dollars (\$71,257.00) each in advance on the first day of each month. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA.

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____

Gregory Lambert

Its: Sr. Vice President & CFO

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: _____

Its Board President

FIFTH AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on MAY 18, 2006 to be effective July 1, 2006, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2006 and shall terminate on June 30, 2007. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Eight Hundred Forty-Two Thousand and No/100 Dollars (\$842,000.00), in equal monthly installments of Seventy Thousand One Hundred Sixty-Seven and 00/100 Dollars (\$70,167.00) each in advance on the first day of each month. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA.

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: 

Gregory Lambert
Its: Sr. Vice President & CFO

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: 

Its Board President

FOURTH AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on May 19, 2005 to be effective July 1, 2005, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease upon the following terms and conditions.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2005 and shall terminate on June 30, 2006. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Eight Hundred Thirty Thousand One Hundred and No/100 Dollars (\$830,100.00), in equal monthly installments of Sixty-Nine Thousand One Hundred Seventy-Five and 00/100 Dollars (\$69,175.00) each in advance on the first day of each month beginning on July 1, 2005. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA.

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: Peter G. Ruppert

Peter G. Ruppert
Its President

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: [Signature]

Its Board President

THIRD AMENDMENT TO SUB-LEASE

THIS AMENDMENT TO SUB-LEASE is entered into on May 6, 2004, to be effective July 1, 2004, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 3850 Broadmoor, S.E., Ste. 201, Grand Rapids, Michigan 49512 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease to change the term and rent.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby amended to reflect the change in the term of the Sub-Lease which shall commence on July 1, 2004 and shall terminate on June 30, 2005. All other provisions of the Paragraph 2 shall remain in full force and effect.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Eight Hundred Thousand Eighty and No/100 Dollars (\$800,080.00), in equal monthly installments of Sixty-Six Thousand Six Hundred Seventy-Three and 33/100 Dollars (\$66,673.33) each in advance on the first day of each month beginning on July 1, 2004. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA. ~~W/ BOARD APPROVAL.~~

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____

Peter G. Ruppert
Its President

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: _____

Its Board President

SECOND AMENDMENT TO SUB-LEASE

THIS SECOND AMENDMENT TO SUB-LEASE is entered into on March 18, 2002⁴, to be effective July 1, 2003, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 989 Spaulding Avenue, S.E., Grand Rapids, Michigan 49546 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002, as amended (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease to change the rent.

The parties agree as follows:

1. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Eight Hundred Fifteen Thousand One Hundred Sixty and No/100 Dollars (\$815,160.00), in equal monthly installments of Sixty-Seven Thousand Nine Hundred Thirty and 00/100 Dollars (\$67,930.00) each in advance on the first day of each month beginning on July 1, 2003. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA, with Board approval.

2. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

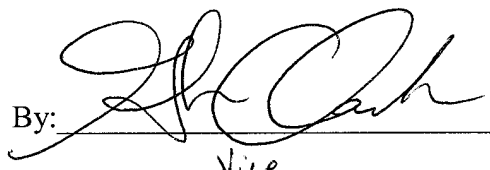
By: _____


Peter G. Ruppert
Its President

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: _____


Vice
Its Board President

FIRST AMENDMENT TO SUB-LEASE

THIS FIRST AMENDMENT TO SUB-LEASE is entered into on May 15, 2003, to be effective July 1, 2003, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, of 989 Spaulding Avenue, S.E., Grand Rapids, Michigan 49546 ("Landlord") and DETROIT MERIT CHARTER ACADEMY, a public school academy, chartered under the laws of the State of Michigan, having an address of 1091 Alter Road, Detroit, Michigan 48215 ("Tenant").

RECITALS

A. Landlord and Tenant entered into a real estate sub-lease dated October 17, 2002 (the "Lease"), whereby Tenant leased real estate and improvements located at 1091 Alter Road, Detroit, Michigan (the real estate and improvements are collectively referred to as the "Premises").

B. Tenant and Landlord now desire to amend the Sub-Lease to change the term and rent.

The parties agree as follows:

1. **Term.** Paragraph 2 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

2. **Term.** The term of the Sub-Lease shall commence on July 1, 2003 and shall terminate on June 30, 2004, unless sooner terminated as provided in the Sub-Lease. Notwithstanding anything to the contrary in the previous sentence, NHA in its sole discretion, may immediately terminate this Sub-Lease upon termination of the Master Lease for any cause whatsoever. Tenant has no right to terminate this Sub-Lease, nor does Tenant have any right to any abatement, deduction, deferment or reduction of rent under this Sub-Lease.

2. **Rent.** Paragraph 3 of the Sub-Lease is hereby deleted in its entirety and replaced as follows:

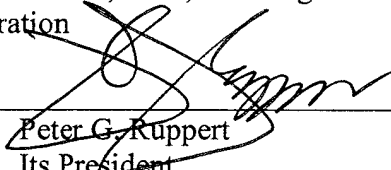
3. **Rent.** The Tenant hereby hires said Premises for the term above stated and agrees to pay Landlord annual rental of Four Hundred Ninety-Nine Thousand Six Hundred and No/100 Dollars (\$499,600.00), in equal monthly installments of Forty-One Thousand Six Hundred Thirty Three and 33/100 Dollars (\$41,633.33) each in advance on the first day of each month beginning on July 1, 2003. In the event that NHA acquires additional property or space for the benefit and/or use of Detroit Merit, then rent shall be promptly adjusted to reflect any additional economic investments made by NHA.

3. **Effect.** All of the terms and conditions of the Sub-Lease, as amended above, shall continue in full force and effect.

LANDLORD:

NATIONAL HERITAGE
ACADEMIES, INC., a Michigan
corporation

By: _____


Peter G. Ruppert
Its President

TENANT:

DETROIT MERIT CHARTER ACADEMY

By: _____


Its Board President

LEASE AGREEMENT

This Lease (hereinafter called the "Agreement"), entered into as of the 19th day of August, 2002, by and between **ADAM J. MAIDA, ROMAN CATHOLIC ARCHBISHOP OF THE ARCHDIOCESE OF DETROIT**, whose address is **1234 Washington Boulevard, Detroit, Michigan 48226**, (herein called "Lessor") and **NATIONAL HERITAGE ACADEMIES, INC.**, a Michigan corporation whose address is **989 Spaulding Avenue SE, Grand Rapids MI 49546** (herein called "Lessee"):

WITNESSETH:

THE LEASED PREMISES:

The Lessor hereby does let and lease to Lessee the property known as St. Ambrose Academy, and designated parking as shown on the attached Exhibit A, located at 1091 Alter Road, Detroit (herein called the "leased premises.")

OCCUPANCY:

Except as provided below, the Lessee shall have full and exclusive use of the leased premises during the term of the lease subject to Lessor's right to use as provided herein.

The Lessor is to have the non-exclusive right to use certain portions of the leased premises as follows:

- a. Use of all portions of the leased premises (i) on Sundays, and (ii) during non-school hours, for parish activities, including but not limited to religious education classes, provided that use during non-school hours shall not unreasonably interfere with the operation of the charter school.
- b. Permanent and exclusive use of the second floor counseling room at end of corridor as a religious education office.
- c. An area to be designated for permanent and exclusive use as a parish nurse office.

In addition, Lessee will have the right to use of seven spaces in the community center parking lot on a non-exclusive basis, subject to scheduling of such use by the pastor of St. Ambrose Parish and the principal of the charter school.

Lessee shall provide to Lessor keys to the leased premises.

If any conflict arises as to schedules, the same shall be resolved by the principal of the charter academy and the pastor of the parish in which the leased premises are located.

UTILITIES/MAINTENANCE:

Lessee shall pay all charges for its use of gas, water, sewer, electricity and heating service. Upon request on a quarterly basis, Lessee shall provide the Lessor with documentation of payment of utility charges.

Lessee shall be responsible for maintenance of the leased premises, including trash removal, custodial services, supplies, a dumpster and disposal and the playscape.

Lessee shall be responsible for contracting for maintenance of the lawn and landscaping of the leased premises.

Lessee shall be responsible for snow and ice removal from the pavement, driveways, walkways and parking lots of the leased premises.

TERM:

The term of the Agreement begins July 1, 2002, and ends June 30, 2012, subject to renewal as provided herein.

USE:

The leased premises are to be used and occupied as a public school academy (grades K-8) as defined in Act 362 of the Public Acts of 1993 of the State of Michigan (as amended), and all ancillary uses.

1. LESSEE'S OBLIGATIONS:

The Lessee hereby hires the leased premises for the term aforesaid, and covenants:

- a. To pay the Lessor, as rental for the leased premises on the first day of each and every month, in advance, rent as stated on the attached **Exhibit B**.

All checks shall be payable to "St. Ambrose Parish," and shall be mailed to:

**St. Ambrose Parish
15020 Hampton Road
Grosse Pointe Park, MI 48230-1302**

- b. To use and occupy the leased premises only for the purposes for which they are let to it.
- c. To comply promptly with all lawful laws, orders, regulations, and ordinances of all municipal, county, and state authorities affecting the leased premises and the cleanliness, safety, occupation, and use of same, including without limitation the Americans with Disabilities Act of 1990 42U.S.C. 12101-12213 (1991), as amended.

- d. To observe all reasonable regulations and requirements of underwriters concerning the use and condition of the leased premises tending to reduce fire hazards and insurance rates, and not permit nor allow any rubbish, waste material or products to accumulate on the premises.
- e. To keep the leased premises, including doors, door frames, window glass, casings, and frames, or any appliances, equipment, fixtures, hardware and furnishings, if any, and the boiler in as good repair and at the expiration thereof yield and deliver up the same in like condition as when taken, ordinary wear and tear thereof and any permitted alterations excepted.
- f. If the nature of the Lessee's business requires licensure, Lessee shall keep in effect a valid license to operate the leased premises for that purpose and provide Lessor with a current copy of the required license.

2. LESSOR'S OBLIGATIONS:

The Lessor covenants that:

- a. The Lessee, on payment of the rental at the time and in the manner aforesaid and performing all the foregoing covenants, shall and may peacefully and quietly have, hold, and enjoy the leased premises for the term aforesaid.
- b. The Lessor agrees to keep in good order and repair the roof, floor, foundations, structural elements and outer walls of the leased premises, but excluding the windows and boiler. Lessee shall repair any portion of the roof or outer walls which have been defaced or damaged by Lessee or anyone Lessee permits to use or alter the leased premises (other than Lessor). Where required by city regulation, certificates of operation on all boilers will be obtained.
- c. All building systems (i.e., heat, electrical, water, sewer, gas, plumbing) will be in good working condition on the date of commencement of this Lease.

3. INSURANCE:

a. INDEMNIFICATION/LIABILITY:

The Lessee agrees to indemnify and hold harmless the Lessor from any liability for damages to any person or property in, on, or about said leased premises from any cause whatsoever. The Lessee will procure and keep in effect during the term hereof commercial general liability insurance with respect to the leased premises (including premises, operation, bodily injury, personal injury, death, independent contractors, completed operations, broad form contractual liability and broad form property damage coverage). The insurance shall be issued on an occurrence basis and shall have a minimum combined single limit coverage of Two Million Dollars (\$2,000,000) per occurrence for injury and/or property damage.

Said policy shall name the Lessee and the Lessor (The Archdiocese of Detroit, the Archbishop of Detroit, St. Ambrose Parish and the pastor of St. Ambrose Parish) as additional insureds. The policy shall be written as a primary policy coverage and not contributing with or in excess of any coverage that Lessor may carry. Lessee shall deliver a Certificate of Insurance to the Lessor prior to the effective date of this Lease and at least thirty days prior to expiration.

If Lessee fails to deliver a required Certificate of Insurance, Lessor shall provide Lessee with a 10 day written notice of Lessee's omission. If within 10 days after the notice Lessee fails to provide the Certificate of Insurance, Lessor may, at its option, immediately cancel this Agreement.

b. FIRE:

Lessor shall carry insurance for fire, extended coverage, vandalism, and malicious mischief, insuring all improvements owned by Lessor including the leased premises and all leasehold improvements of Lessee thereon and appurtenances thereto (excluding Lessee's furnishings, equipment, and personal property) for the full replacement cost thereof, with customary deductibles. Such insurance coverage shall include and be primary with respect to coverage of any losses related to Lessee's improvements. The policies of insurance shall insure Lessor and Lessee as their interests may appear, name Lessee as an additional insured and shall provide for not less than thirty (30) days' prior written notice to Lessee and Lessor before cancellation. Lessor shall provide certificates of such insurance to Lessee upon request.

c. CONTENTS/LESSEE IMPROVEMENTS:

Lessee shall be responsible for securing any insurance it deems advisable on contents and for business interruption and Lessor shall have no liability with respect to any loss which might have been covered by such insurance.

4. ALTERATIONS:

- a.** Except as provided in 4d, below, the Lessee shall make no alterations, additions, or improvements to the leased premises without the Lessor's prior written consent, except for nonstructural alterations/improvements costing no more than Ten Thousand Dollars (\$10,000.00) in the aggregate, and provided that the boiler may not be removed without Lessor's consent.
- b.** All alterations, additions and improvements shall be at the expense of the Lessee and Lessee hereby indemnifies and holds Lessor harmless from all costs, liability and loss of any kind and all claims of loss or liability, in any way arising out of or by reason of any such alterations, additions or improvements.
- c.** All furnishings and equipment which are not attached or affixed to the leased premises made or placed by Lessee upon the leased premises shall be the property of the Lessee, and the Lessee shall be permitted to remove the same at the end of

the term of this Agreement, and/or within thirty (30) days of termination date but only if such removal causes no molestation or injury to the leased premises or the building in which the leased premises are located.

- d. Provided Lessee is not in default under this Lease, and subject to the following terms and conditions, Lessee will be permitted to construct a two story addition of approximately 70 x 130 feet within the area and as described on the attached sketch (the "Addition").
1. Prior to the commencement of construction, Lessee will be required to deliver to Lessor plans and specifications for the proposed Addition, in such detail as Lessor may reasonably require.
 2. Lessor will have thirty days to review the plans and specifications. Any objections Lessor may have will be communicated in writing to Lessee. Lessee will be required to satisfy any reasonable objections of Lessor prior to commencing construction. The Addition will be of matching brick and similar architectural style, and will be subject to approval of the Lessor, which approval will not be unreasonably withheld.
 3. Provided Lessor, the Archdiocese of Detroit and the City of Detroit approved the plans and specifications, Lessee will commence construction within thirty days of such approvals and diligently complete construction.
 4. Prior to beginning construction, Lessee will be required to provide to Lessor a bond or other evidence satisfactory to Lessor or Lessee's access to funding for all construction expenses.
 5. Lessee will indemnify, defend and hold Lessor harmless from any cost or liability in connection with the Addition.
 6. If construction does not commence by December 15, 2003, Lessee's right to construct the Addition shall terminate.
 7. The Addition will become Lessor's property subject to Lessee's rights under this Lease.

5. **EMINENT DOMAIN:**

In the event of a taking of the leased premises during the term of this Agreement by a proceeding in eminent domain which results in the eviction of the Lessee, this Agreement shall terminate upon the date of such taking. All awards shall be the sole property of Lessor, except for Lessee's award for Lessee's improvements, fixtures, furniture, relocation expense or loss of business, if any.

6. TAXES:

Any real property taxes assessed against the leased premises or any property of which they are a part, at any time, shall be paid by the Lessee where such taxes have resulted because of rental of the leased premises by Lessee.

7. ASSIGNMENT AND SUBLETTING:

Except for a sublease to the public school academy board, Lessee covenants that it will not assign, sell, mortgage or in any manner transfer or encumber this Agreement or any interest herein, or sublet the leased premises or any part or parts thereof or grant any concession or license or otherwise permit occupancy of all or any part thereof by others without in each case first obtaining the prior written consent of Lessor. The consent by Lessor to an assignment or subletting shall not in any way be construed to release Lessee from obtaining the express consent of the Lessor to any further assignment or subletting of any part of the leased premises nor shall the collection of rent by Lessor from any assignee, subtenant or other occupant be deemed a waiver of this covenant or the acceptance of the assignee, subtenant or occupant as a Lessee hereunder or a release of Lessee from the further performance by Lessee of the covenants in this Agreement on Lessee's part to be performed. If Lessee is a corporation or a partnership, the sale or transfer of fifty percent (50%) or more of such corporation's voting shares or of such partnership's general partnership interests, as the case may be, shall be deemed to be an assignment of this Agreement for which Lessee must obtain consent, which consent will not be unreasonably withheld.

8. DEFAULT:

Lessee shall be in default under this Agreement upon the occurrence of any of the following events:

- a. Default in the payment of any monthly installment within seven (7) days after written notice from Lessor; or,
- b. Default in the payment or performance of any other covenant of Lessee under this Agreement, which default is not cured within thirty (30) days from written notice by Lessor to Lessee or such longer period that has been provided by Lessor to Lessee.

9. REMEDIES:

Upon the occurrence of a default by Lessee, in addition to any other remedies which may be available to him, Lessor may, at his option, after providing to Lessee any notice required under Michigan Law, do one or more of the following:

- a. Terminate this Agreement; or
- b. Whether or not this Agreement is terminated, take possession of the leased premises.

If Lessor defaults in any of its obligations under this Lease, and such default is not cured within thirty days of written notice from Lessee, or such additional time as may be reasonably required to effect the cure, Lessee may cure or cause to be cured Lessor's default. The reasonable cost of doing so will be due from Lessor to Lessee. If Lessor fails to reimburse Lessee such sum as required by this paragraph, Lessee shall have the right to withhold from future rent due the sum Lessee has paid until Lessee is reimbursed in full. Notwithstanding the above, it is understood by the parties hereto that the Lessor shall not be in default of this Lease for Force Majeure, acts of God, war, strikes and/or any other conditions that are beyond the control of the Lessor.

10. CONTROLLING LAW; NO OTHER AGREEMENT OR REPRESENTATIVES:

This Agreement shall be governed by the laws of the State of Michigan. There are no understandings, agreements, representations, or warranties, expressed or implied, other than those set forth in a written addendum or supplement executed simultaneously herewith, or as herein set forth fully or incorporated by specific reference, respecting this Agreement or any real or personal property leased hereunder.

11. NON-WAIVER; MODIFICATIONS:

No waiver of any provision of this Agreement, or a breach thereof, shall be construed as a continuing waiver, nor shall it constitute a waiver of any other provision or breach. The acceptance of part (but not all) of a rent installment(s) due Lessor hereunder shall not constitute a waiver of default hereunder for nonpayment of rent. The acceptance of all or part of a rent installment(s) due Lessor hereunder shall not constitute a waiver of any other type of default hereunder. No modification, alteration and/or amendment of this Agreement shall be binding upon the other party hereto, unless the same shall be reduced to writing and signed by the party against whom it is sought to be enforced.

12. NOTICES:

Whenever under this Agreement provision is made for notice of any kind, unless otherwise expressly herein provided, it shall be in writing and shall be served personally or sent by registered or certified mail, with postage prepaid, to the address of Lessor or Lessee, as the case may be, as stated below, or such other address as either of the parties may subsequently designate in writing by notice to the other party in the manner required hereunder:

To the Lessor at:

Pastor, St. Ambrose Parish
15020 Hampton Road
Grosse Pointe Park, MI 48230-1302

and

Adam J. Maida, Roman Catholic Archbishop of the
Archdiocese of Detroit
1234 Washington Boulevard
Detroit, MI 48226

To the Lessee at:

Greg Lambert CFO
National Heritage Academies, Inc.
989 Spaulding Avenue, S.E.
Grand Rapids, MI 49546

13. SURRENDER:

The Lessee shall return said premises peaceably and promptly to the Lessor at the end of the term of this Agreement, or at any earlier termination thereof, in as good condition as the same are now in or may hereafter to be put in, except for ordinary wear and tear.

14. RIGHT TO TERMINATE:

- a. If the leased premises become wholly untenable through damage or destruction, this Agreement shall be terminated; if partially untenable, Lessee shall have the option of canceling this Agreement at anytime within sixty (60) days after such casualty. If Lessee does not cancel this Agreement, the Lessor shall repair the leased premises with all convenient speed. The obligation of the Lessee to pay the monthly rental shall be abated during the time the leased premises are untenable and shall be partially abated during the time the leased premises are partially untenable.
- b. In case the leased premises and/or the entrance(s), passageways, hallways and/or lavatories shall be sufficiently damaged so as to unreasonably impede Lessee's use of the leased premises for a period likely to exceed sixty (60) days, Lessee may, at its option, terminate this Agreement forthwith by written notice to the Lessor, in which event any unabsorbed advance rental forthwith upon Lessee's surrendering the leased premises shall be repaid to Lessee. The obligation of the Lessee to pay the monthly rental shall be abated during the time the leased premises are untenable and shall be partially abated during the time the leased premises are partially untenable.

15. SUCCESSORS AND ASSIGNS:

This Agreement and each of the covenants, conditions, and agreements contained herein shall be binding upon each of the parties and upon their respective successors, representatives and assigns, and the benefits shall inure to each of the parties and to their respective permitted successors, representatives and assigns.

16. NO REPRESENTATIONS:

Lessee acknowledges that no representation, verbal or written, has been made by any broker, agent or employee of Lessor regarding the condition of the improvements on the premises. This Agreement is not made in reliance upon any representation whatsoever.

17. SECURITY DEPOSIT (DOES NOT APPLY)

18. HOLD OVER:

It is hereby agreed that in the event the Lessee herein holds over after the termination of this Lease, that thereafter the tenancy will be from month-to-month in the absence of a written agreement to the contrary. All terms of the previous lease will remain the same, except that the rent amount shall be increased to 150% of the rent amount for the term immediately preceding the hold over period.

19. OPTIONS TO RENEW:

Provided Lessee is not in default of any of the provisions of this Agreement, Lessee shall have two (2) successive options to extend the term of this Agreement, each for an additional five (5) year period from and after the expiration of the original term or the first renewal term, as the case may be.

Lessee shall exercise each option by giving Lessor written notice of the intention to extend, no later than four months prior to the expiration of the original term, June 30, 2012, or the first renewal term, as the case may be.

Rent during the renewal terms shall be paid as stated in attached Exhibit B.

20. HEADINGS:

The headings of this Agreement are for purposes of reference only and shall not limit or define the meaning of any provisions of this Agreement.

21. HAZARDOUS MATERIALS:

- a. Lessee shall be fully responsible, at its own expense, for compliance with all laws and/or regulations governing the handling of Hazardous Materials or other substances used or stored on the Premises in connection with Lessee's business conducted therein. All hazardous or potentially Hazardous Materials shall be stored in proper containers and shall be further protected against spills by secondary containment facilities. Lessee shall not spill, introduce, discharge or bury any Hazardous Materials, substance or contaminant of any kind in, on, or under the Premises or any portion thereof or any adjacent premises or into the ambient air. Lessee shall not permit the discharge of any Hazardous Materials into the sanitary or storm sewer or water system serving the Premises or any adjacent premises or into any municipal or other governmental water system or storm and/or sanitary sewer system. Lessee shall employ all appropriate

safeguards and procedures necessary or appropriate to protect such systems from contamination. Lessee shall undertake, at its expense, any necessary and/or appropriate cleanup process in connection with any breach of the foregoing covenants, and without limiting Lessee's other indemnity or insurance obligations under this Lease. Lessee shall indemnify and hold harmless Landlord from and against all liability whether direct, indirect, consequential or otherwise, arising from any incident or occurrence on or about the Premises or any adjacent premises pertaining to Hazardous Materials which results from the acts or omissions of Lessee, its agents, employees or invitees, during the term hereof. The obligations of Lessee under this section shall survive the termination of this Lease.

- b. "Hazardous Materials" shall include, without limitation, any chemical or other material which is or may become injurious to the public health, safety or welfare, or to the environment, flammable explosives, petroleum fractions, pesticides, radioactive materials, Hazardous Materials, regulated substances, hazardous or toxic substances, contaminating pollutants or related or similar materials, including by way of example, substances or materials defined by any federal, state or local environmental law, ordinance, rule or regulation, including, without limitation, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, the Hazardous Materials Transportation Act, the Resource Conservation and Recovery Act, the Federal Insecticide, Fungicide, and Rodenticide Act or the Michigan Environmental Response Act, and the regulations adopted and publications promulgated pursuant thereto, all as amended.

22. ADDITIONAL PROVISIONS:

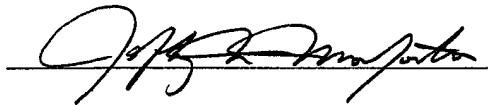
See attached **Exhibits A, B and C** for Additional Provisions.

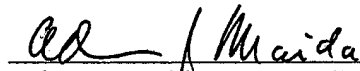
In witness whereof, the parties hereto have executed this Agreement the day and year first written above.

IN THE PRESENCE OF:

LESSOR:

ARCHDIOCESE OF DETROIT




Adam J. Maida, Roman Catholic
Archbishop of the Archdiocese of Detroit

IN THE PRESENCE OF:

LESSEE:

NATIONAL HERITAGE ACADEMIES,
INC.

By: 
Peter Ruppert

Its: President

EXHIBIT A

Site Plan of Leased Premises

EXHIBIT B

Rent

Lessee shall pay rent to Lessor during the term of the Lease as follows:

a. Existing Building.

1. **First Year.** A monthly payment equal to 1/12 of ten percent (10%) of the yearly per pupil enrollment grant amount multiplied by the number of students enrolled based on the State Board of Education counts. Notwithstanding the foregoing each monthly payment due during the first year shall be reduced by an amount that equals 1/12 of 25% of the cost of Improvements that Lessee has made to the existing building, provided that Improvements must be necessary to comply with applicable code as determined by Duce Simmons Associates, plus interest at 5% (not to exceed a total reduction of \$280,214). This credit shall be carried forward to the second and subsequent years only to the extent the total credit is not used in the first year due to minimum rent requirements. In no event shall the monthly rental payments for the first year be less than \$24,325 per month.

2. **Second and Subsequent Years.** A monthly payment equal to 1/12 of ten percent (10%) of the yearly per pupil enrollment grant amount multiplied by the number of students enrolled based on the State Board of Education counts. In no event shall the monthly rental payment due during the second and subsequent years be less than the greater of \$25,750 per month or 1/12 of 10% of the yearly state per pupil grant amount multiplied by 441.

a. Lessee's Expansion of Building. If the Addition is constructed, a monthly payment equal to 1/12 of two percent (2%) of the yearly per pupil enrollment grant amount multiplied by the number of students enrolled in excess of 441 students, based on the State Board of Education counts.

b. Renewal Term(s). Same rental as specified in **a. 2** and **b** above during the renewal term(s).

c. The principal of the school shall provide to Lessor all State Board of Education student counts, when received. The rental payment due will be adjusted to reflect each such count. Prior to June 30 of each year, Lessor and Lessee shall reconcile actual student counts and rent paid. Any additional rent due as a result of such reconstruction will be due within thirty days of such reconciliation. If the reconciliation shows an overpayment of rent, the amount of the overpayment will be credited against the next rent payment(s) that is due.

EXHIBIT C

27. ADDITIONAL PROVISIONS:

a. **SIGNS.** Lessee may erect an exterior sign on the property of the leased premises advertising the public school academy. The size, type, design and location of the sign must be approved by the pastor of St. Ambrose Parish, which approval will not be unreasonably withheld. The sign must be in compliance with all applicable laws of the City of Detroit. Lessee shall remove, at its expense, all signage and repair any damage resulting from that removal, within 20 days of the end of the lease term.

b. **RIGHT OF FIRST REFUSAL.** If Lessee has constructed the Addition pursuant to subsection 4d., above, this subsection shall apply; otherwise this subsection 27b. will not be operative. Whenever Lessor shall propose to sell or otherwise transfer the leased premises to any person or entity, Lessor shall give Lessee not less than twenty (20) days prior written notice of the proposed transfer, which notice shall briefly describe the type of transfer proposed by Lessor and shall state the consideration, terms and the name and address of the propose transferee. The notice shall also include a copy of the proposed contract for sale or other document, if any, effecting the transfer. If Lessee within such twenty (20) days after receipt of Lessor's notice indicates in writing its agreement to purchase the leased premises on the terms stated in Lessor's notice, Lessor shall sell and convey the leased premises to Lessee on the terms stated in the notice, or, at the Lessee's election for cash if the terms of the notice are other than cash. If Lessee does not indicate its agreement within twenty (20) days, Lessor thereafter shall have the right to sell and convey the leased premises for the price and on the terms stated in the notice, free of this right of first refusal. If Lessor does not sell and convey the leased premises within one hundred eighty (180) days after Lessor's notice, any further transactions shall be deemed a new determination by Lessor to sell and convey. Lessor shall not transfer any parts of the leased premises nor any undivided interest in the leased premises during the term of this Lease without the prior written consent of Lessee.

c. **LESSOR'S USE OF LEASED PREMISES.** Lessor shall have the exclusive use of one or more closets as agreed to between Lessee and Lessor in order for Lessor to store its personal property. Lessor shall be responsible for keeping the closet(s) locked at all times when Lessor is not accessing the closet(s).

Lessor reserves the right to use, or allow others to use, the playscape on a non-exclusive basis during non-school hours.

CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

**Michigan Department of Consumer and Industry Services
Bureau of Construction Codes & Fire Safety/Building Division
P. O. Box 30254
Lansing, MI 48909
(517) 241-9317**

**Permit No. LB017805
National Heritage Academies
Merit Charter Academy
1091 Alter Road
Detroit, Michigan
Wayne County**

The above named building of Use Group E and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



**Larry Lehman, Chief
Building Division**

September 16, 2003