A

CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY AND RELATED DOCUMENTS

ISSUED BY

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

ISSUED TO

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)

CONFIRMING THE STATUS OF

MUSKEGON COVENANT ACADEMY

AS A

PUBLIC SCHOOL ACADEMY

DATED:
JULY 1, 2024

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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 Muskegon Covenant Academy (the "Academy"), to be effective July 1, 2024, 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 Ninth through Twelfth (9-12) 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:

Muskegon Covenant Academy
Attn: Board President
125 Catherine Ave
Muskegon, MI 49442

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, 2024, and shall remain in full force and effect for three (3) years until June 30, 2027, 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.

MUSKEGON COVENANT ACADEMY

By: _____
Academy Board President

SCHEDULE 1

METHOD OF SELECTION RESOLUTION
AUTHORIZING RESOLUTION

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

Amend the Terms and Conditions and all Contract Schedules by changing all name references of the academy district from "Muskegon Covenant Academy" to "**Muskegon Lakeshore High School & Career Center**."

B. The following Contract Schedules are also amended:

1. Amend Schedule 1, University Board Resolutions, Method of Selection Resolution, Authorization Resolution, by adding the document attached as Tab A to the beginning of the Schedule.

2. Amend Schedule 2, Articles of Incorporation, by adding the document attached as Tab B to the beginning of the Schedule.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: 10/14/25

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: 10/15/25

GRAND VALLEY STATE UNIVERSITY

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON OCTOBER 24, 2025:

Name Change—Muskegon Covenant Academy

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on April 30, 2014, approved the issuance of a charter contract to Muskegon Covenant Academy; and

WHEREAS, the Academy requests a name change to Muskegon Lakeshore High School & Career Center;

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Article IX of the Terms and Conditions incorporated into the Academy's Contract, the Board of Trustees approves the Academy's name change to Muskegon Lakeshore High School & Career Center.

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 31st day of October 2025.

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

GRAND VALLEY STATE UNIVERSITY
www.gvsu.edu

CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON FEBRUARY 23, 2024:

Reauthorization of 6a Charter Contract – Muskegon Covenant Academy (formerly Covenant House Academy Muskegon), Muskegon (3 years)

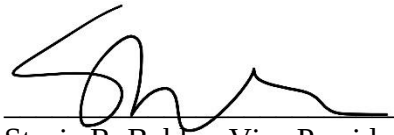
WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on April 30, 2014, initially authorized the issuance of a contract to charter Muskegon Covenant Academy (formerly Covenant House Academy Muskegon) (the "Academy"), and authorized the reissuance of a contract to charter the Academy at its meetings on April 30, 2021; and

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

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a three (3) year term beginning July 1, 2024, and ending June 30, 2027;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a three (3) 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 1st day of March 2024.



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

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CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON APRIL 30, 2021:

Reauthorization of 6a Charter Contract – Muskegon Covenant Academy (formerly Covenant House Academy Muskegon), Muskegon (3 years)

WHEREAS, the Board of Trustees of Grand Valley State University, at its meeting on April 30, 2014, initially authorized the issuance of a contract to charter Muskegon Covenant Academy (formerly Covenant House Academy Muskegon), (the "Academy"); and

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

WHEREAS, the University President's designee has recommended the reissuance of a contract to charter as a public school academy to the Academy for a three (3) year term beginning July 1, 2021, and ending June 30, 2024;

NOW, THEREFORE, BE IT RESOLVED, that the University Board of Trustees approves and reauthorizes the execution of a contract to charter a public school academy to the Academy and authorizes the University President or designee to execute the contract to charter a public school academy and related documents to the Academy for a three (3) 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 6th day of May 2021.

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

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www.gvsu.edu

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

Method of Selection and Appointment of Academy Board Members:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name	Term
Name	Term
Name	Term
Name	Term
Name	Term

* See attached page for board member names and terms

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

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

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

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

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

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

Muskegon Covenant Academy

Current Board Members:

- Asaline Scott. Term Expires June 30, 2021
- James Fisher. Term Expires June 30, 2019
- Donna Pennington. Term Expires June 30, 2019
- Goeff Hansen. Term Expires June 30, 2020
- David Sipka. Term Expires June 30, 2020

Founding Board Members:

- Joe Crawford, Term expiring June 30, 2015
- Jim Fisher, Term expiring June 30, 2016
- Chris McGuigan, Term expiring June 30, 2017

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CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON NOVEMBER 7, 2014:

Authorization of Name Change for Covenant House Academy Muskegon

The following resolution is proposed:

WHEREAS, the Board of Trustees, at its meeting on April 30, 2014, approved the issuance of a charter contract to Covenant House Academy Muskegon; and

WHEREAS, Covenant House Academy Muskegon requests a name change to Muskegon Covenant Academy;

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Article IX of the Terms and Conditions of the Academy's Contract, the Board of Trustees approves the Academy's name change to Muskegon Covenant Academy.

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 12th day of November, 2014.

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

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CERTIFIED COPY OF RESOLUTION ADOPTED BY THE BOARD OF TRUSTEES OF GRAND VALLEY STATE UNIVERSITY ON APRIL 30, 2014:

Authorization of Covenant House Academy Muskegon 6a Contract

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED:

1. That the application for Covenant House Academy Muskegon ("Academy"), located at 125 Catherine Avenue, Muskegon, MI 49442, submitted under Section 502 of the Revised School Code, meets the Board of Trustees' requirements and the requirements of applicable law, is therefore approved;

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

Method of Selection and Appointment of Academy Board Members:

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

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

c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to a public school academy's board of directors, the Director, with University President approval, may immediately appoint a person to serve as a public school academy board member for the time specified, but not longer than the next meeting held by the Board of Trustees when a regular appointment may be made by the Board of Trustees. The Director shall make the appointment in writing and notify the public school academy's board of directors of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy

Board cannot reach a quorum, when the Board of Trustees determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

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

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

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

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

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

Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.

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

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

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

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

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

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

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

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

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

Joe Crawford	1 year term expiring June 30, 2015
Jim Fisher	2 year term expiring June 30, 2016
Chris McGuigan	3 year term expiring June 30, 2017

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

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

IN WITNESS WHEREOF, I have hereunto signed my name as Secretary and have caused the seal of said body corporate to be hereto affixed this 1st day of May 2014.

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

SCHEDULE 2

ARTICLES OF INCORPORATION

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

Amend the Terms and Conditions and all Contract Schedules by changing all name references of the academy district from "Muskegon Covenant Academy" to "**Muskegon Lakeshore High School & Career Center**."

B. The following Contract Schedules are also amended:

1. Amend Schedule 1, University Board Resolutions, Method of Selection Resolution, Authorization Resolution, by adding the document attached as Tab A to the beginning of the Schedule.

2. Amend Schedule 2, Articles of Incorporation, by adding the document attached as Tab B to the beginning of the Schedule.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: 10/14/25

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: 10/15/25

C0575-0148 11/03/2025 Received by Michigan Corporations Division

Docusign Envelope ID: 3381C883-42D2-41F4-B200-72E4C121311B

CSCL/CD 515 (Rev. 06/25)

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

Date Received

AC1 **(FOR BUREAU USE ONLY)**

This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

Corporations Division Administrator
FILED
Doc #: 27559803
Filed Date: 11/6/2025

Name
Warner, Norcross + Judd LLP

Address
150 Ottawa Ave, Ste 1500

City | State | ZIP Code
Grand Rapids | MI | 49503-2832

TranInfo:1 26069754-1 10/31/25
Chk#: 620749 Amt: $10.00
ID: 800943644

Document will be returned to the name and address you enter above.
If left blank, document will be returned to the registered office.

CERTIFICATE OF AMENDMENT TO THE ARTICLES OF INCORPORATION

For use by Domestic Profit and Nonprofit Corporations

(Please read information and instructions on the last page)

Pursuant to the provisions of Act 284, Public Acts of 1972, (profit corporations), or Act 162, Public Acts of 1982 (nonprofit corporations), the undersigned corporation executes the following Certificate:

1. The present name of the corporation is:
   Muskegon Covenant Academy

2. The identification number assigned by the Bureau is: 800943644

3. Article 1 of the Articles of Incorporation is hereby amended to read as follows:

The name of the company is Muskegon Lakeshore High School & Career Center.

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

Docusign Envelope ID: 3381C883-42D2-41F4-B200-72E4C121311B

C0575-0149 11/03/2025 Received by Michigan Corporations Division

6. Nonprofit corporation only: Member, shareholder, or board approval

The foregoing amendment to the Articles of Incorporation was duly adopted on the 29th day of October, 2025 by the (check one of the following)

Member or shareholder approval for nonprofit corporations organized on a membership or share basis

☐ members or shareholders at a meeting in accordance with Section 611(3) of the Act.

☐ written consent of the members, shareholders, or their proxies having not less than the minimum number of votes required by statute in accordance with Section 407(1) and (2) of the Act. Written notice to members or shareholders who have not consented in writing has been given. (Note: Written consent by less than all of the members, shareholders, or their proxies is permitted only if such provision appears in the Articles of Incorporation.)

☐ written consent of all the members, shareholders, or their proxies entitled to vote in accordance with Section 407(3) of the Act.

☐ board without a vote of the members or shareholders pursuant to Section 611(2) of the Act.

Directors (Only if the Articles state that the corporation is organized on a directorship basis)

☑ directors at a meeting in accordance with Section 611(3) of the Act.

☐ written consent of all directors pursuant to Section 525 of the Act.

Nonprofit Corporations

Signed this 29th day of October, 2025

By Signed by: Jim Fisher (Signature of an officer)

Jim Fisher (Type or Print Name)

President (Type or Print Title)

E4-03

CSCL/CD-511 (Rev 10/17)

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

Date Received

3:00
DEC 05 2019

AC1

TranInfo:1 23922280-1 12/04/19
Chk#: 8074 Amt: $20.00
ID: 800943644

This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

FILED
DEC 05 2019
ADMINISTRATOR
CORPORATIONS DIVISION

TranInfo:43 23922280-2 12/04/19
Chk#: 8074 Amt: $100.00
ID: 800943644

Name Douglas J. McNeil

Address 250 Washington Avenue

City Grand Haven State Michigan Zip Code 49417

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.

RESTATED ARTICLES OF INCORPORATION
For use by Domestic Nonprofit Corporations

Pursuant to the provisions of the Michigan Nonprofit Corporation Act 162, Public Acts of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6A of the Revised School Code (the "Code"), as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following Restated Articles:

1. The present name of the corporation is: Muskegon Covenant Academy
2. The identification number assigned by the Bureau is: 800943644
3. All former names of the corporation are: Not Applicable
4. The date of the filing of the original Articles of Incorporation was: 06/19/2014

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

ARTICLE I

The name of the corporation is: Muskegon Covenant 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.

NC

ARTICLE II

The purposes for which the corporation is organized are:

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

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

ARTICLE III

1. The corporation is organized upon a Nonstock basis.

2. a. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

Real Property: none

b. The description and value of its personal property assets are: (if none, insert "none")

Personal Property: none

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

i. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
ii. Federal funds.
iii. Donations
iv. Fees and charges permitted to be charged by public school academies.
v. Other funds lawfully received.

d. The corporation is organized on a Directorship basis.

ARTICLE IV

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

Douglas J. McNeil

2. The address of the registered office is:

250 Washington Avenue (Street Address) Grand Haven (City), Michigan 49417 (ZIP Code)

3. The mailing address of the registered office, if different than above:

_____ (Street Address) _____ (City), Michigan _____ (ZIP Code)

ARTICLE V

The name and address of the incorporator is as follows:

Name	Residence or Business Address
Douglas J. McNeil	250 Washington Avenue, Grand Haven, MI 49417

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

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 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)

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	# required 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 VIII

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 IX

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 X

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 XI

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

ARTICLE XII

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 XIII

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 XIV

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 XV

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.

The undersigned hereby certifies that these Restated Articles of Incorporation were adopted by the unanimous consent of all the Directors of the Academy Board, at a properly noticed public meeting at which a quorum of the Directors was present on the 19th day of June, 2019.

Signed this 19th day of June, 2019.

Asaline Scott

Asaline Scott
Academy Board President

SCHEDULE 3

BYLAWS

RESTATED BYLAWS
OF
MUSKEGON COVENANT ACADEMY

ARTICLE I
NAME

This organization shall be called Muskegon Covenant 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 250 Washington Avenue, Grand Haven, Michigan 49417. The registered agent is Douglas J. McNeil. 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 Restated Bylaws, the Contract and Applicable Law.

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

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

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

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

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

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

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

3. Oath / Acceptance of Office/Voting Rights: Following appointment by the Board of Trustees, Academy Board Appointees may begin their legal duties, including the right to

vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 4. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes

regarding Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being Sections 15.321 to 15.330 of the Michigan Compiled Laws and the Standards of Conduct for Public Officers and Employees, Act No. 196 of the Public Acts of 1973, being Sections 15.341 to 15.348 of the Michigan Compiled Laws, and the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws.

ARTICLE V
MEETINGS

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

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

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

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

Section 5. Presumption of Assent. A director of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matters is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

ARTICLE VI
COMMITTEES

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

ARTICLE VII
OFFICERS OF THE BOARD

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

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

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

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

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

Section 6. Vice-President. The Vice-President of the Academy shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or

refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or the Academy Board.

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

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

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

Section 10. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Academy Board, subject to the statute concerning Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws. Officers of the corporation who are Directors of the corporation may not be compensated for their services. They may, however, receive traveling and other expenses.

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

ARTICLE VIII
CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

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

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

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

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

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

this corporation shall have full right, power, and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

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

ARTICLE IX
INDEMNIFICATION

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

ARTICLE X
FISCAL YEAR, BUDGET AND UNIFORM BUDGETING AND ACCOUNTING

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

ARTICLE XI
SEAL

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

ARTICLE XII
AMENDMENTS

These Restated 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 Restated Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 19th day of June 2019.

Donna Sécor Pennington
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 Muskegon Covenant 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: Alyson Hayden
Alyson Hayden, Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: February 14, 2024

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SCHEDULE 5

MASTER CALENDAR OF REPORTING REQUIREMENTS

Public School Academy / School of Excellence
Master Calendar of Reporting Requirements
July 1, 2024 – June 30, 2025

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
July 1	Board Adopted 2024-2025 School Calendar/School Day Schedule.	CSO
July 1	Board adopted Annual Calendar of Regularly Scheduled Meetings for 2024-2025.	CSO
July 1	Board Adopted Annual Operating Budget for the General Fund and School Service Fund for 2024-2025.	CSO
July 1	Budgeted Enrollment Number for 2024-2025.	CSO
August 1	Board Resolution appointing Chief Administrative Officer for 2024-2025. Must be a board member.	CSO
August 1	Board Resolution appointing Freedom of Information Act Coordinator for 2024-2025.	CSO
August 1	Board Designated Legal Counsel for 2024-2025.	CSO
August 1	School Safety Liaison for 2024-2025.	CSO
August 30	4th Quarter Financial Statements – quarter ending 06/30.	CSO
August 30	Hylant Insurance Policy Submission.	CSO
September 6	GVSU Check Directions (Where do we send checks for the 24-25 FY?)	CSO
September 6	Board approved Student Handbook 2024-2025.	CSO
September 6	Board adopted Employee Handbook 2024-2025.	CSO
September 6	Copy of School Improvement Plan covering 2024-2025 academic year.	CSO
September 6	School Contacts Update Certification.	CSO
September 13	Updated Waitlist Number for 2024-2025.	CSO
September 16	School Logo	CSO
October 3	Staff Roster (GVSU Format).	CSO
October 3	Annual Nonprofit Corporation Information Update for 2024.	CSO
October 3	Unofficial Count Day Submission.	CSO
October 10	Criminal History Record Registration- New Schools. (CHRISS)	CSO
October 10	National Student Clearinghouse information-high schools only (see Epicenter task).	CSO
November 1	Audited Financial Statements for fiscal year ending June 30, 2024. (See MDE Website, https://www.michigan.gov/mde, for MDE due date.	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
November 1	Management Letter (comments and recommendations from independent financial auditor) for fiscal year ending June 30, 2024, if issued. If a management letter is not issued, a letter from the Academy stating a management letter was not issued is required to be submitted.	CSO
November 1	Annual A-133 Single Audit for year ending June 30, 2024, is required if over $750K in federal funds have been expended. If a single audit is not necessary, a letter from the Academy stating as such is required to be submitted.	CSO
November 1	1st Quarter Financial Statements – quarter ending 09/30.	CSO
November 15	Alternative Education Data Collection, if applicable.	CSO
December 2	Transparency Page Update Certification.	CSO
December 13	MDE Benchmark Assessment Grant Verification.	CSO
January 10	Staff Roster (GVSU Format).	CSO
January 10	School Contacts Update Certification.	CSO
January 10	Emergency Operations Plan.	CSO
January 30	2nd Quarter Financial Statements – quarter ending 12/31.	CSO
January 30	Board Member Annual Conflict of Interest.	CSO
January 30	Schedule 6 Certification. See task for more detail.	CSO
February 14	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 14	Ensuring Access to Federal Funds-Significant Expansion Notice	CSO
April 30	3rd Quarter Financial Statements – quarter ending 03/31.	CSO
May 15	Notice of Open Enrollment & Lottery Process or Open Enrollment & Lottery Process Board Policy for 2025-2026.	CSO
May 15	Offered Seat Schedule per Grade.	CSO
May 15	Waitlist for 2025-2026.	CSO
June 2	Certificate of Boiler Inspection covering 2024-2025.	CSO
June 2	NWEA Counts for next academic year.	CSO
June 13	Copy of Notice of Public Hearing for Annual Operating Budget for 2025-2026.	CSO
June 26	2024-2025 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, 2025, for an independent financial audit.	CSO
June 26	Food service license expiring in 2025.	CSO
June 26	Points of Pride for Annual Report.	CSO
June 26	School Description for Annual Report.	CSO
June 26	Scholarship Dollars awarded to graduating seniors (High Schools Only).	CSO

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
June 26	Alternative Education Data Collection, if applicable.	CSO
June 26	Total number of graduates (High Schools Only).	CSO

Ongoing Reporting Requirements
July 1, 2024 – June 30, 2025

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

DUE DATE	REPORT DESCRIPTION	SUBMIT TO:
Date notice is posted	Academy Board Meeting Record of Postings – cancellations, changes, special meetings, emergency etc. Must include time and date of actual posting. *Meeting schedule should be available on academy website.*	CSO
7 days prior to meeting	Board packet- including Agenda and all attachments. *Agenda should be available on academy website.*	CSO
14 days after Board meeting	Draft Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings.	CSO
14 days after Board approval	Approved Academy Board Meeting Minutes and Resolutions of regular, special & emergency board meetings. *Minutes should be available on academy website.*	CSO
30 business days after board approval	Board Adopted Annual Operating Budget for 2024-2025 including Salary/Compensation Transparency Reporting to be available on school website per the State School Aid Act as amended.	No submission needed.
14 days after Board approval	Oath of Office and written acceptance for each Board Member.	CSO
Prior to approval by GVSU Board of Trustees	Verification of Citizenship and Michigan Residency.	CSO
10 business days after Board approval	Board adopted *Amended* Budget and General Appropriations Resolution available on school website per the State School Aid Act.	CSO
10 days of receipt	Correspondence received from the Michigan Department /State Board of Education 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, 2024 – June 30, 2025

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 *(this is not an all-inclusive list; additional policies may be required; requirement can be satisfied by providing a website link to all board approved policies)*	**SUBMIT TO:**
Board adopted Purchasing Policy (date of approval or revision). 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 380.1308	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, 2024 – June 30, 2025

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	2023-2024 31a Funds Report Due.	NexSys
July/August	Consolidated Applications for Federal Title Funds Due (allocation amounts posted to MDE's website in early May).	NexSys
1st Wednesday of October	Student Count Day for State Aid FTE (90% of state funding).	No submission required.
September	SE-4094 Special Education Transportation Report from 2023-24 (Contact ISD for due date).	FID
September	SE-4096 Special Ed Actual Cost Report (Contact ISD for due date).	FID
September	*Special Education Findings–Sept. Strand Report for: B-1, B-2, B-9, B-10, and B-13. Data review and complete corrective actions if required.	Catamaran
September	Eye Protection Certificate (#4527 Certification of Eye Protective Devices, if applicable).	NexSys
September	Certification of Constitutionally Protected Prayer.	NexSys
October 1 – October 31 (as scheduled)	Teacher Certification/Criminal Background Check/Unprofessional Conduct. This is an onsite review scheduled and conducted by Quality Performance Resource Group. No submission required.	No submission needed.

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

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

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

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

SCHEDULE 6

INFORMATION TO BE PROVIDED BY ACADEMY AND EDUCATIONAL MANAGEMENT COMPANY

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

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

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

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

23. Phase 1 environmental report (if required)

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

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

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

27. Academy Board approved policies

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

29. Proof of insurance as required by the Contract

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

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

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

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

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

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

1. Amend Schedule 6, Information to be Provided by Academy and Educational Management Company, by replacing the current document with the document attached as Tab A.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: JUNE 23, 2025

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: 6/23/2025

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is entered into effective as of the 11th day of June, 2025, by and between Oakmont Education, LLC, an Ohio limited liability company authorized to do business in Michigan (the "Company") and the Board of Directors (the "Board") for Muskegon Covenant Academy, a Michigan nonprofit corporation (the "Academy").

RECITALS

The Academy is a charter school, organized as a public school academy under the revised Michigan School Code, (the "Code") including but not limited to Sections 380.501 – 380.507 of the Michigan Compiled Laws. The Academy has been granted a contract (the "Contract") by Grand Valley State University ("GVSU") to organize and operate a public school academy, with GVSU as the authorizing body. The Academy operates under the direction of the Muskegon Covenant Academy.

The Academy continuously strives to improve the educational opportunities to Michigan students in unique settings. Following a request for proposal process, the Academy has selected Oakmont which utilizes a model that strives to reach out to students who have become disengaged, or are at risk of becoming disengaged from, their education or school, and provide those individuals with a quality, career focused internships, project-based learning opportunities and other life skills which are necessary to commence and live a successful and rewarding life in an increasingly competitive global market.

The Oakmont model utilizes the Oakmont School Educational Plan which has been developed by the Company (the "Plan" or "Model"), and the Company has researched, developed and provides the requisite educational, managerial, financial and other consulting services necessary for the implementation of the Plan, which would not normally be available to the Academy from other sources.

The Academy, acting through its Board will approve the curriculum subject to the terms of this Agreement and its Contract and agrees that it is in the best interests of the Academy to enter into this Agreement with the Company.

The Board desires the Company to provide such requisite management, educational, financial and other consulting services necessary to operate a public school academy using the Oakmont model in accordance with and subject to its Contract and applicable laws and regulations, and the Company desires to provide the aforementioned services and other expertise referenced above with respect to the Plan.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

ARTICLE I.
CONTRACTING RELATIONSHIP

1.01 Contract. Subject to review and approval of this Agreement by GVSU, the Academy hereby contracts with the Company, to the extent permitted by law, to supervise the provision of all labor, materials, facilities, equipment and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Board of the Academy and included in the Contract between the Academy and GVSU.

1.02. Designation of Agents. The Board designates the management and/or employees of the Company as having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA"). Company will maintain the confidentiality of personnel, student, and other records in accordance with the requirements of all applicable law, including without limitation, FERPA.

1.03 Status of the Parties. The Company is a limited liability company organized under the laws of the State of Ohio, and the Company is not a division of or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code, and is not a division or part of the Company. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer – employee. Except as expressly provided in this Agreement, no agent or employee of the Company shall be deemed to be the agent or employee of the Academy. The Company shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between the Company and the Academy is based solely on the terms of this Agreement, and the terms of any other written agreements between the Company and the Academy.

ARTICLE II.
TERM

The initial term of this Agreement shall commence on the July 1, 2025, and shall continue for a term of two (2) academic years through June 30, 2027, unless terminated sooner pursuant to the terms herein. Thereafter, provided that GVSU has renewed or extended the Contract, this Agreement may be renewed, extended, or renegotiated upon mutual agreement of the parties.

ARTICLE III.
MANAGEMENT SERVICES.

The Board shall govern the Academy and be responsible for its fiscal and academic policies and other duties in accordance with the Contract and the Code. In order to assist the Board and the Academy in carrying out the terms of the Contract, the Board hereby contracts with the Company

to provide the Academy and the Board with the Plan and the functions, equipment, supplies, facility management, services and labor relating to the provision of education, operation, administration, accounting, management and day-to-day operation of the Academy as set forth hereunder all in strict accordance with the terms and conditions of the Contract and applicable laws and regulations and in accordance with the Academy's mission and goals.

In accordance with the foregoing, and subject to the other terms of this Agreement, the Company shall provide, directly or indirectly through a subcontractor, the Academy with the educational and administrative services set forth as follows:

3.01 Educational Services.

(a) For the term (as defined in Article II above) and in accordance with Exhibit A, (attached hereto and incorporated by reference herein), the Company will provide to the Academy and its students the following educational services (the "Educational Services"):

(i) Curriculum. The development and implementation of the curriculum used at the Academy, including a license for the use of the Company's curriculum and a loan of such lesson plan materials as the Company may provide in printed or other format for implementation of such curriculum.

(ii) Instruction. Oversight and coordination of the services to be provided by instructional personnel, School Director and the rest of the Academy's Leadership Team and its teachers and support staff.

(iii) Instructional Tools. The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education.

(iv) Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs which support the Academy's mission and goals and are budgeted during the annual budgeting process.

(v) Vocational Training. The development and implementation of a career tech/vocational training program available to students of the Academy.

(vi) Additional Educational Services. The services specified in Exhibit A (attached hereto and incorporated by reference herein) and such other services as are necessary or expedient for the provision of teaching and learning at the Academy as may be agreed to in writing between the Company and the Academy.

(b) The Educational Services will be provided in accordance with the Academy's educational mission and goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Academy (the "Educational Program") as adopted by the Board and as provided for in the Contract. The Company shall provide an Educational Program that meets federal, state and

local requirements, and all the requirements imposed under the Code and the Contract, unless such requirements are or have been waived. The Company will obtain approvals for its Educational Program, if required under or by the Contract, from GVSU.

(c) Subject to this Agreement, the Contract, and the applicable laws, the Company may modify the Educational Services and/or the methods, means, and manner by which the Educational Services are delivered, provided that any substantial modification of the Educational Services or change in the curriculum shall be subject to the prior approval of the Board and of any other person as may be specifically required by the applicable laws or the Contract.

(d) The Company will be responsible and accountable to the Academy and the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Academy's budget, and the Company shall not and will not be required to expend funds on such services in excess of the amounts set forth in such Academy's budget unless agreed to in writing by the parties or as otherwise set forth herein.

(e) Supplemental Programs Sponsored by Board. In addition to the educational services and administrative services provided by the Company to the Academy, the Board, may adopt and provide additional supplemental programs including, but not limited to, after-care programs, and academic camps, to students and non-students of the Academy (the "Supplemental Programs"), provided that nothing herein shall require the Company to provide any such Supplemental Program. The Company shall use its best efforts to implement such Supplemental Programs as adopted and funded by the Board. If the Company determines that a Supplemental Program is disadvantageous to the Academy or the Company is unable to implement such program then it shall report to the Board the specific reasons why such program cannot be implemented. The Board shall review such report and consider the Company's reasonable recommendations regarding the same. Company shall not be entitled to an additional fee from profits or any fees pursuant to supplemental programs provided by the Board and/or an outside party providing related services under this provision.

(f) Additional Programs Sponsored by Company. The Board and the Company may decide that the Company may provide additional programs which are not inconsistent with the Contract or applicable law. Exhibit A hereto may be modified as needed to reflect the allocation of responsibility for the costs thereof.

3.02 Administrative Services.

For the term (as defined in Article II above), the Company will provide to the Academy the following administrative services (the "Administrative Services"):

(a) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services.

(b) Facility Operation and Maintenance. Operation and maintenance of the Academy's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility.

(c) Business Administration. Administration of the following business aspects of the Academy:

(i) Payroll. Subject to Section 5.02, the Company will manage the payroll for Company's employees working at the Academy using ADP or such other suitable alternative payroll provider as the Company may select from time to time. The Company will be responsible for all data input. Company, with the assistance as may be required by the Academy, will provide: all necessary employee personal and salary information at the time of hire and/or dismissal; all employee time records shall be completed in a timely manner at the conclusion of each pay period. The Company and Academy shall be cooperative in authorizing and establishing appropriate banking arrangements to enable the ADP, or such other payroll processing provider, to make direct charges of payroll against the Academy's payroll account each pay period.

(ii) Administration. The Company will perform all aspects of the business administration at the Academy and all aspects of the accounting operation, including general ledger management and financial reporting. The Company will perform all other functions necessary or expedient for the administration of the Academy.

(iii) Board Expenses. While the Board shall bear all costs for, and be responsible for remitting payment to all Board approved vendors, the Company is responsible for placing orders for those goods and services necessary to perform the educational and administrative services enumerated in this Agreement; providing invoices and competent documentation for payment; and complying with the total budget agreed upon between the Company and the Board for those goods and services. The Board is responsible for those costs which do not contribute to the Company's performance of the educational and administrative services enumerated in this Agreement, including but not limited to: legal fees for representation of the Board, Academy audit and tax preparation fees, Authorizer fees and any other miscellaneous expenses, costs and/or fees incurred by the Board and unrelated to the Company's obligations under this Agreement.

(iv) Transportation and Food Services. Coordination with entities with which the Academy contracts for the provision of transportation and food services for the students enrolled at the Academy, management and assessment of the services provided under such contracts, and supervision of employees involved providing such services, all as required by the Board.

(d) Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld. The Academy shall pay or reimburse the Company for all costs and expenses incurred and/or paid by the Company in providing public relations services in accordance with Sections 5.02 and 5.03 below.

(e) Budgeting and Financial Reporting.

(i) Company will prepare annual budgets using the same format as the current year's annual budget (unless a different format is required by law, the Authorizer, or the Board) and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include the financial details relating to the operation of the Academy, excluding those costs which are the responsibility of the Board.

(ii) Company will be responsible for the preparation of a detailed schedule of all expenses related to payroll and benefit costs, and the preparation of a detailed schedule of all orders placed and all invoices and receipts submitted for payment.

(iii) Company will prepare such schedules and analyses as requested by both the Academy's Board and independent auditor in the course of preparing and/or auditing the financial statements of the Academy.

(iv) Company will prepare such other reports on operation of the Academy as requested or required by the Michigan Department of Education, the Board, or the Authorizer to ensure compliance with the terms of the Contract and the applicable laws, including but not limited to all pupil reporting and accounting to the Intermediate School District and Michigan Department of Education.

(v) Company will be responsible for the detailed reporting and coding of all expenses associated with state and federal grants including monthly submission of all expenses and reports for reimbursement and draws associated with each federal and state grants awarded to the Academy.

(vi) Company will provide other information on a periodic basis or requested with reasonable notice as may be reasonably necessary to enable the Board to monitor the Company's performance under this Agreement, including the effectiveness and efficiency of its operations at the Academy.

(f) Maintenance of Financial and Student Records.

(i) Company will maintain accurate financial records pertaining to the Academy (including but not limited to accurate vendor invoices and/or receipts), together with all Academy financial records prepared by the Company, and retain all such records for a period of five (5) years (or longer if required by law or the Academy's records retention schedule) from the close of the fiscal year to which such books, accounts and records relate. All of the financial records retained by the Company pertaining to the Academy will be available to the Board, the Authorizer, and to all other appropriate regulatory authorities for inspection and copying upon reasonable request, it being understood that in most cases such copies will be made available within thirty (30) days until this Agreement or its successor (if any) is terminated, at which time such records will be delivered to the Board who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such financial records are and shall be at all times the property of the Academy). Should any of the records contemplated by this section be public records, then the

Company agrees to cooperate with making such records promptly available (which may be less than thirty days) pursuant to the applicable public records law.

(ii) Company will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Contract and the applicable laws and regulations, together with all additional Academy student records prepared by or in the possession of the Company, and retain such records permanently on behalf of the Academy, until this Agreement or its successor (if any) is terminated, at which time such records will be delivered to the Board who shall thereafter be solely responsible for the retention and maintenance of such records (it being understood that such student records are and shall be at all times the property of the Academy). The Company and the Academy will maintain the proper confidentiality of such records as required by law and the Contract.

(iii) Company will maintain accurate employment, business and other records pertaining to the operation of the Academy as is required and in the manner provided by the Contract and the applicable laws and regulations, together with all additional Academy employment, business and other records prepared by or in the possession of the Company, and retain such records permanently on behalf of the Academy until this Agreement or its successor Agreement (if any) is terminated, at which time such records will be delivered to the Board, who shall thereafter be solely responsible for the retention and maintenance of such records it being understood that such employment, business, and other records are and shall be at all times the property of the Academy. The Company and the Academy will maintain the proper confidentiality of such records as required by law and the Contract.

(iv) The Board shall be entitled at any time upon reasonable notice to the Company to audit the books and records of the Company pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto). This provision will only apply to the direct goods and services provided to the Board and will not include the management fee as defined hereunder, except as is otherwise required by law or disclosures required for the Academy's annual audit.

(v) In the event that the Company is notified of a litigation hold on any or all Academy records as a result of pending or anticipated litigation, the Company shall ensure that all records covered by such litigation hold are not discarded, deleted, or destroyed.

(g) Admissions. Implementation of the Academy's admission policy in accordance with the Contract and the applicable laws and regulations.

(h) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements imposed by the procedures established by the Board and by the applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Academy's duties and obligations under the applicable laws and regulations.

(i) Academic Progress Reports. Company will provide to the Board on an annual basis (or more often if necessary for the Board to satisfy its obligations under the Contract and the applicable laws

and regulations) a report detailing (A) the Academy's students' academic performance, and (B) the Company's performance of the Educational Services and Administrative Services.

(j) Rules and Procedures. Company will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce such rules, regulations and procedures adopted by the Board that are not in direct conflict with this Agreement, the Contract, and the applicable laws and regulations.

(k) Parent Satisfaction Forms. Company will provide the Board with parent satisfaction forms to be completed by parents of its students, with copies or summaries thereof promptly provided to the Academy on an annual basis.

(l) Additional Administrative Services. The services specified in Exhibit A (attached hereto and incorporated by reference herein) and any other services reasonably necessary or expedient for the effective administration of the Academy as agreed to in writing from time to time by the Company and the Board.

(m) Subject to this Agreement, the Contract, and the applicable laws and regulations, the Company may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that the Company supplies the Board with written notice of such modifications.

(n) Company will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Academy's budget, and the Company shall not and will not be required to expend funds on such services in excess of the amounts set forth in the Academy's budget unless agreed to in writing by the parties or as otherwise set forth herein.

(o) Pupil Performance Standards and Evaluation. The Company shall implement pupil performance evaluations which permit evaluation of the education progress of each Academy student. The Company shall be subject to all student performance goals and requirements set forth in the Contract and mandated by the Authorizer. The Board and the Company will cooperate in good faith to identify measures of student performance and goals for Academy students including, but not limited to, parent satisfaction.

(p) Compliance with Section 11.23 of GVSU Contract Terms and Conditions. The company 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.

(q) Services to Disabled Students and Special Education. The Company shall provide special education services to students who attend the Academy in conformity with the requirements of state and federal law. The Company may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Academy's

program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and appliable regulations and policies.

(r) Compliance with Academy's Contract. The Company agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by the GVSU Board of Trustees. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement.

(s) On an annual basis, the Company 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.

3.03 Place of Performance; Provision of Offices.

The Academy will provide the Company with necessary and reasonable classroom and office space at the Facility to perform all services described in this Agreement. The Company will provide instructional, extra-curricular and co-curricular services at the Facility. The Company may provide other services elsewhere, unless prohibited by the Contract or the applicable laws and regulations.

3.04 Authority.

By this Agreement, the Academy provides the Company all authority and power necessary and proper for the Company to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated under the provisions of the Contract or the applicable laws and regulations.

ARTICLE IV.
RELATIONSHIP OF THE PARTIES

4.01 Status of the Parties.

The Company is an independent educational management organization and is not a division of any part of the Academy. The Academy is an independent a public school academy and is not a division or a part of the Company. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Company and its officers, directors, employees, agents, and representatives shall provide the Educational Services as an independent contractor and not as an employee, partner, agent, or associate of the Academy. Nothing herein will be construed to create a partnership or joint venture by or between the

Academy and the Company. Neither the Academy nor the Company will hold itself out as a partner of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Academy nor the Company has, and neither will represent that it has, the power to bind or legally obligate the other. Notwithstanding the foregoing, Company understands that it is acting on behalf of Academy; and has a contractual duty to act in good faith and adhere to the federal and state laws governing public school academies, including ethics laws and conflict of interest, to the extent applicable to the Company.

4.02 Company Attendance at Board Meetings.

The Company shall receive notice from the Board of any regular, special, or executive session meeting of the Board. The Company shall have a representative available at all Board meetings for school reports.

4.03 No Related Parties or Common Control.

The Company will not have any role or relationship with the Academy that, in effect, substantially limits the Academy's ability to exercise its rights, including cancellation rights, under this Agreement. The Board may not include any director, officer or employee of the Company. None of the voting power of the Board will be vested in the Company or its directors, members, managers, officers, shareholders or employees, and none of the voting power of the Company will be vested in the Academy, the Board, or their directors, members, managers, officers, shareholders (if any) or employees. Furthermore, the Academy and the Company will not be members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).

4.04 Other Schools.

The parties acknowledge that this arrangement is not exclusive and that the Company will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"). The Company will maintain separate accounts for reimbursable expenses incurred on behalf of the Academy and Other Schools and only charge the Academy for expenses incurred or consideration earned on behalf of the Academy. All grants or donations received by the Academy, or by the Company for the specific benefit of the Academy, will be maintained in separate accounts and used solely for the Academy. If the Company incurs authorized reimbursable expenses on behalf of the Academy and Other Schools which are incapable of precise allocation between the Academy and Other Schools, then the Company will allocate such expenses among the Academy and all such Other Schools on a *pro rata* basis based upon the number of students enrolled at the School and the Other Schools, or upon such other equitable basis as is acceptable to the parties.

4.05 Subcontractors. Company may engage from time-to-time subcontractors reasonably acceptable to the Board to perform the Educational Services and Administrative Services. Company's use of, and the Academy's approval of, a subcontractor shall not relieve Company of

its obligations under this Agreement, and Company shall remain fully responsible for the performance of its subcontractors and employees and their compliance with all terms and conditions herein.

ARTICLE V.
CONSIDERATION

5.01 Compensation for Services.

(a) Management Fee. The Academy shall pay a monthly management fee to the Company in the amount of sixteen percent (16%) of the Academy's Qualified Gross Revenues as defined herein (the "Management Fee"). The Management Fee is subject to an annual reconciliation based upon actual enrollment and actual revenue received (including the final month of the term of this Agreement, even though the payment may be made beyond expiration or termination of the term of this Agreement). In the event the Academy's Qualified Gross Revenues are adjusted after the expiration or termination of the term of this Agreement, the Academy and the Company shall recalculate the Management Fee based on the adjusted Qualified Gross Revenues and the Company shall repay the Academy any portion of the Management Fee it received related to the excess of the originally calculated Qualified Gross Revenues. Additionally, should the Academy by way of any audit or review by the State of Michigan or designee thereof be determined to owe back Qualified Gross Revenues, the Company agrees to contribute the Management Fee portion thereof.

(i) Qualified Gross Revenues. Except as otherwise provided, "Qualified Gross Revenues" shall mean: (1) all revenue and funds of any kind received by the Academy pursuant to the Michigan Compiled Laws and/or pursuant to any other statutes and regulations applicable to public school academies or charter schools; and (2) all Title revenue received by the Academy pursuant to the Elementary and Secondary Education Act.

(ii) Non-Qualified Gross Revenues. Qualified Gross Revenues does not include facilities funding from any source, student wellness and success funds, National School Lunch Program reimbursements, charitable contributions, proceeds from fundraisers, casino revenue, fees charged to students, PTA/PTO income, or Grant Revenue as defined herein ("Non-Qualified Gross Revenues"), which shall be retained 100% by the Academy and used consistently with the purpose and source of the funds.

(iii) Grant Revenue. "Grant Revenue" shall mean, other than those funds received by the Academy pursuant to the Elementary and Secondary Education Act, all revenue received as a result of any application submitted by or on behalf of the Academy or any funding agreement reached by or on behalf of the Academy, including but not limited to National School Lunch Program, Medicaid, and other grants for facilities, professional development, transportation, or other needs of the Academy. Grant Revenue shall not be included in the Academy's Qualified Gross Revenues. Notwithstanding the foregoing, the Academy may agree to pay the company a percentage of certain Grant Revenue that it receives as compensation for the Company writing or otherwise assisting with the application for the Academy to receive such Grant Revenue, in which case such portion of the Grant Revenue shall be considered a part of the Management Fee.

(iv) New Revenue. In the event the Academy becomes eligible to receive revenue in the future from a source which is not currently available to the Academy and which is not specifically identified above, the parties agree to negotiate in good faith to determine whether and to what extent such revenue will be considered Qualified Gross Revenues.

(b) Incentive Fee. Within six months of the effective date of this Agreement, the Company and the Board agree to engage in negotiations regarding a performance-based incentive fee in an amount and on terms that are mutually acceptable to both parties.

(c) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. The Company's compensation for services under this Agreement will not be based, in whole or in part, on a share of net profits from the operation of the Academy. In the event that the Company's Management Fee is determined to be an excess benefit transaction under the Internal Revenue Code, the parties agree that this Section 5.01 shall be deemed to be amended to avoid designation as an excess benefit transaction.

5.02 Payment of Costs.

In addition to the Management Fee described in Section 5.01 above, the Academy will reimburse the Company as described in Exhibit A for all costs incurred and paid by the Company in providing the Educational Services and Administrative Services, including all payroll-related expenses, provided such costs have either been approved as part of the Academy's budget or have been separately approved by the Board (collectively, the "Reimbursed Expenses"). The Company will not charge an added fee to the Management Fee unless such fee is approved in advance by the Board. All Reimbursed Expenses shall be at-cost and without an added fee or mark-up. The Board shall have full responsibility to timely make payment, advance payment or reimbursement to the Company for all additional costs. The Company shall not be liable to any third party nor to the Board for loss, damages or disruption in services, arising from any failure by the Academy to make payments as agreed under this paragraph.

5.03 Time and Priority of Payments.

(a) The Company will receive its Management Fee in the same number of installments and in the same proportion that the Academy receives its revenues. Each installment of the Management Fee will be due and payable within ten (10) business days of receipt by the Academy of the revenues related thereto. The Company will submit monthly invoices and detailed receipts or other supporting documentation of Reimbursed Expenses to the Academy. All invoices for Reimbursed Expenses shall be payable by the Academy within ten (10) business days of receipt of such invoice.

(b) All amounts payable by the Academy hereunder shall, at the Company's option, be made via electronic funds transfer. The Academy shall cooperate with the Company to set up and establish necessary accounts and procedures.

(c) Survival of Obligations. This Section shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

(d) The Academy will satisfy its payment obligations under this Article to the Company in the following order of priority: (i) payments due and owing under Section 5.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 5.01 above with the oldest amounts due first.

(e) Company will request reimbursement for Reimbursed Expenses in accordance with Exhibit A. In the event that the Academy has identified a reimbursement request that is not supported by adequate receipts/supporting documentation or is a duplicate requests for payment (a "Billing Deficiency"), it shall notify the Company of the alleged Billing Deficiency and shall identify the supplemental information or documentation the Academy requests to cure the Billing Deficiency within thirty (30) days following receipt of the applicable invoice from the Company. The Company shall have thirty (30) days following receipt of said notice to cure any Billing Deficiency. If the Academy identifies a Billing Deficiency, it shall pay the remainder of the Company's Reimbursed Expenses invoice in accordance with Section 5.03(a) above, less the amount in dispute.

5.04 Intentionally Deleted.

5.05 Other Revenue Sources.

(a) The Academy and the Company may, together or independently, solicit and receive grants and donations from public and private sources in the name of the Academy; provided, however, that any solicitation of such grants by the Company in the name of the Academy or which identifies the Academy shall be subject to the prior approval of the Academy.

(b) All funds received by the Company or the Academy for the benefit of the Academy from such other revenue sources and programs pursuant to this Section 5.05 shall be deemed Academy funds. Except as permitted by Section 5.01(a)(iii) above, the Company shall receive no compensation from the Academy upon receipt or expenditure of such funds and shall have no responsibility for management of the programs funded donations contemplated in the first sentence of Section 5.05 unless the parties shall expressly agree otherwise, and then only to the extent allowable by the donor or grantor of such funds.

(c) Nothing in this Section 5.05 will be construed to prohibit Company from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE VI.
PERSONNEL AND TRAINING

6.01 Personnel Responsibility.

(a) Subject to the Contract, Sections 3.01 and 3.02 of this Agreement, and all applicable laws and regulations, Company will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any), and all other services provided under this Agreement.

(b) Except as specified in this Agreement or as required by law, teachers and support staff recommended by the Company pursuant to this Agreement will be employees of the Company. The Company will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on its employees to the extent required by the applicable laws and regulations as if the employees were employed by the Academy. Upon request, the Company will provide the Academy documentary evidence of such background checks.

(c) Director. The Academy's Director ("Director") will be an employee of the Company and will be the academic and administrative head of the Academy, shall have full responsibility for its operation and shall be required to implement the Company's Plan and curriculum. The Company will have the authority, consistent with this Agreement, the Contract, and the applicable laws and regulations, to supervise the Director and to hold him or her accountable for the success of the Academy. Upon request, the Company will share with the Board on a confidential basis its performance reviews and assessment of the Director and shall provide prior notice to the Board of the transfer or dismissal of the Director.

6.02 Teachers.

The Company will provide to the Academy such properly certified or licensed teachers as required by the applicable laws and regulations, and which are in the Company's judgment required to provide the Educational Services and Administrative Services. The Company will determine the number and assignments of such teachers. Such teachers may work at the Academy on a full or part time basis. Each teacher assigned to the Academy will be qualified in his or her grade levels and subjects, will hold a valid Michigan teaching certificate issued by the state board of education under the Code, to the extent required under the Code, and will have undergone a criminal background check and unprofessional conduct check to the extent required under applicable laws and regulations.

6.03 Support Staff.

Company will provide to the Academy such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include,

among others, teachers' aides, clerical staff, and administrative assistants to the Director, bookkeepers and maintenance personnel. Such support staff may work at the Academy on a full or part time basis.

6.04 Training.

Company will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis. Such training will enable the Academy's instructional staff to provide in-service training to each other. Non-instructional personnel will receive such training as the Company determines to be reasonable and necessary under the circumstances.

ARTICLE VII.
TERMINATION OF AGREEMENT

7.01 Termination.

(a) By the Company. Company may terminate this Agreement prior to the end of the term specified in Article II in the event that the Academy fails to remedy a material breach within 30 days after written notice from Company to the Academy. A material breach includes, but is not limited to (i) the Academy's failure to pay any fee or reimbursement as required by the terms of this Agreement so long as the ability to pay is within the Board's control, (ii) an act or omission of the Board that causes the Company to be unable to perform its material obligations under this Agreement, or (iii) action by the Board that causes the suspension or loss of the Academy's Contract. Termination by the Company will not relieve the Academy of any obligations for payments outstanding to the Company as of the date of termination or potential liability for financial damages suffered by the Company as a consequence of the Academy's breach (or of the Company's termination as a result thereof) of this Agreement. The termination shall be effective after the expiration of any applicable cure period.

(b) By Academy. The Academy may terminate this Agreement prior to the end of the term specified in Article II in the event that the Company fails to remedy a material breach of this Agreement within 30 days after written notice from the Board to the Company. A material breach by the Company includes, but is not limited to: (i) a material failure to account for its expenditures of Academy funds or for other expenses incurred by the Academy, (ii) Company's failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board, this Agreement, the Contract, or applicable laws and regulations, (iii) failure to meet or make progress towards the educational goals set forth in the Contract such that the Contract will be terminated non-renewed, or suspended, (iv) the employment of teachers in violation of the Contract, the applicable laws or regulations, or this Agreement, (v) any act or omission that causes the Academy to materially breach the Contract, (vi) failure by the Company to timely explain or correct with the Board any unsatisfactory reports from the Company or from an educational consultant retained by the Board about matters concerning the Company's performance or the performance of the staff, or (vii) Company becomes insolvent, admits its inability to pay debts generally as they become due, becomes subject to (voluntarily or involuntarily) any proceeding under bankruptcy or insolvency law, makes a general assignment for creditors, or has a receiver,

trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction. Termination by the Academy will not relieve the Academy of any obligations for payments outstanding to Company as of the date of the termination, nor will it relieve the Company for liability for financial damages suffered by the Academy as a consequence of the Company's breach (or of the Academy's termination as a result thereof) of this Agreement. Notwithstanding the foregoing, in the event that a material breach shall be such that it creates an imminent danger to the life of students, parents or others, said breach must be cured immediately upon written notice from the Academy or Board. The termination shall be effective after the expiration of any applicable cure period.

(c) Termination of the Contract. This Agreement will terminate upon Academy's ceasing to be a party to the Contract or a party to another contract with an authorizing body, provided, however, that this Agreement will continue to remain in effect until the end of the term of this Agreement if the Academy has entered into another contract with an authorizing body, provided that the continuation is approved by the authorizing body. Termination pursuant to this paragraph will not relieve the Academy of any obligations for payments outstanding to the Company as of the date of termination.

(d) Change in Law. If any federal, state or local law or regulation or any court or administrative decision or opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

7.02 Real and Personal Property.

All real property leases to the school facility shall be made in the name of the Academy. All personal property leases shall be made in the name of the Academy. Any property, real or personal, purchased by the Academy will be tagged and/or inventoried and remain the property of the Academy.

7.03 Intentionally Deleted.

7.04 Termination of the Company License.

Upon termination or expiration of this Agreement by either party for any reason, including without limitation Section 7.01(b), the license to use the Company Curriculum, Model, and Plan, as defined in this Agreement, shall terminate at the end of the then current school year, and the Academy shall cease any use of the Company's Curriculum, Model, and Plan at that time.

7.05 Return of The Company Materials.

Within five business days of any termination or expiration of the Agreement by either party for any reason, including without limitation Section 7.01(b), the Academy shall (i) assemble in a safe

place (a) all materials relating to the Company Curriculum, Model, and Plan, including the Company Lesson Materials and the Company Resource Materials, whether in hard copy or electronic format or otherwise, and any copies thereof, (b) all professional development and training materials, guides, and models, prepared and provided by the Company in connection with training of instructional or administrative personnel, and (c) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the Board's President shall certify to Company in writing that the Academy has ceased to use the Company Curriculum, Model, and Plan, such Company Lesson Materials, Company Resource Materials, all professional development and training materials, guides, and models, and all such administrative manuals and materials. At Company's direction, the Academy will promptly send at its expense all such materials to Company or permit representatives of Company to pick up all such materials at the Academy

7.06 Transition of Management Operations.

Company shall assist the Board in any transition of management and operations, including, but not limited to the orderly transition of all student records and sending notices to students as reasonably requested by the Board at the Board's cost. If termination is pursuant to Section 7.01 and the Academy is operating at the time of termination, the parties will continue operating under this Agreement for up to 90 days or until a new management company commences operating the Academy, whichever is sooner.

7.07 Proprietary Information and Ownership.

The Academy acknowledges that the Company owns the intellectual property rights and interests in the Company Curriculum, Model, and Plan, the Company Lesson Materials, and the Company Resource Materials licensed to the Academy during the term of this Agreement, and to the names "Oakmont Education" and "Oakmont" (such names being registered marks of the Company) (collectively, the "Oakmont Intellectual Property"). The Academy acknowledges and agrees that it has no intellectual or property interest or claims in the Oakmont Intellectual Property and has no right to use the Oakmont Intellectual Property except as set forth in this Agreement or unless otherwise expressly agreed to in writing by Company. The Company shall have the right to install signs on the Facility, including under the name of the Academy, describing the services provided by the Company including "Managed by Oakmont Education" or "Educational Services Provided by Oakmont Education." Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

ARTICLE VIII.
INDEMNIFICATION

8.01 Indemnification of Company.

The Academy will indemnify, defend and save and hold the Company and its affiliates and all of their respective members, employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney

fees and costs) that may arise out of, or by reason of, (i) material breach of this Agreement, and (ii) any material misrepresentations or material breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, the Academy will reimburse Company for reasonable legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.01 may be met by the purchase of insurance pursuant to Article IX below.

8.02 Indemnification of the Academy.

Company will indemnify, defend and save and hold the Academy and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney fees and costs) that may arise out of, or by reason of, (i) material breach of this Agreement, (ii) any material misrepresentation or material breach of the representations and warranties of the Company contained in or made pursuant to this Agreement, and (iii) any claim that any of the Oakmont Intellectual Property infringes on any intellectual property right of a third party. In addition, Company will reimburse the Academy for reasonable legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to Article IX below.

8.03 Defense.

A party entitled to indemnification under this Article VIII (the "Indemnitee") shall give notice to the indemnifying party (the "Indemnitor") of a claim or other circumstances likely to give rise to a request for indemnification, promptly after the Indemnitee becomes aware of the same. The Academy will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations.

8.04 Right of Set-Off.

Either party may, but shall not be obligated to, set off against any and all payments due the other party under this Agreement, any amount to which the party is entitled to be indemnified hereunder, provided that the parties have agreed to the indemnification obligation under this Article VIII or there has been a final judicial determination thereof.

8.05 Limitation of Liability.

NEITHER PARTY WILL BE LIABLE TO THE OTHER OR TO ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE, OR PROFIT OR FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS FORESEEABLE AND WHETHER OR NOT SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF DAMAGES.

IF A COURT MAKES A FINDING THAT THAT A PARTY TO THIS AGREEMENT WRONGFULLY TERMINATED THE AGREEMENT, THEN THE LIMITATIONS IN THIS SECTION 8.02 DO NOT APPLY WITH RESPECT TO CLAIMS AND DAMAGES ASSERTED BY THE OTHER, NON-BREACHING PARTY.

8.06 Indemnification of GVSU.

The parties acknowledge and agree that the GVSU Board of Trustees, GVSU 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 GVSU Board of Trustees, GVSU 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 GVSU, which arise out of or are in any manner connected with the GVSU 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 GVSU and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the Educational Management Organization, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by the GVSU Board of Trustees. The parties expressly acknowledge and agree that GVSU 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.

ARTICLE IX
INSURANCE

9.01 Insurance Coverage.

The Company will obtain for the Academy, at the Academy's expense, (1) insurance in the amount required by the Academy's Contract with GVSU, and (2) an umbrella liability policy of two million dollars ($2,000,000). The Academy, the Company, and when necessary, GVSU will be named as insureds. A certificate of insurance evidencing such coverage shall be provided upon reasonable request. Each party shall comply with any information or reporting requirements applicable to such insurance.

9.02 Workers' Compensation Insurance.

Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

9.03 Cooperation.

Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article IX. Each party will comply with any information

or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE X
WARRANTIES AND REPRESENTATIONS

10.01 Representations and Warranties of the Company.

Company hereby represents and warrants to the Academy:

(a) The Company is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Michigan.

(b) To the best of its knowledge, Company has the authority under the applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

(c) Company's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

(d) Company has the financial ability and is in good financial standing with creditors or otherwise to perform the Educational Services and Administrative Services as described under this Agreement and in accordance with Exhibit A.

(e) Company will perform the Educational Services and Administrative Services using personnel of required skill, experience, and qualifications, and in a professional manner in accordance with best industry standards for similar services and shall devote adequate resources to meet its obligations under this Agreement.

(f) Company is in compliance with and shall perform the Educational Services and Administrative Services in compliance with all applicable laws.

(g) None of the Oakmont Intellectual Property infringes or will infringe on any intellectual property rights of any third parties and as of the date hereof, there are no pending or threatened claims, litigation, or other proceedings against Company by any third party based on alleged violation of such intellectual property rights.

(h) Company has received a copy of the Contract and Company's provision of the Educational Services and Administrative Services shall at all-time be in compliance with the applicable terms of the Contract.

10.02 Representations and Warranties of the Academy.

The Academy hereby represents and warrants to the Company:

(a) The Academy has the authority under the applicable laws and regulations to contract with a private entity such as the Company to provide the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement, to execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

(b) The Academy's actions and those of the Board have been duly and validly authorized, and the Academy and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

(c) The Academy has provided and will provide Company all authority and power necessary and proper for the Company to undertake Company's responsibilities, duties, and obligations provided for in this Agreement.

(d) The Academy has not received notification of a breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Academy's required performance under this Agreement.

10.03 Mutual Warranties.

Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

The Company acknowledges that it is aware of the audit appeal that is pending before the Michigan Department of Education, and represents and agrees that the audit appeal does not breach the warranties set forth in this Agreement.

ARTICLE XI
DISPUTE RESOLUTION

11.01 Dispute Resolution Procedure.

The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution to the Muskegon County Circuit Court in Muskegon, Michigan. Pending the resolution of the dispute, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The court will make its decision in accordance with the laws of the State of Michigan and of the United States.

ARTICLE XII
MISCELLANEOUS

12.01 Subcontracts.

Company reserves the right to subcontract any and all aspects of services it agrees to provide to the Academy under this Agreement, but may only do so upon the prior written approval of the Board. Company shall be solely responsible for all costs, expenses and fees associated with such subcontractors. Academy will not reimburse Company for administrative personnel of Company for services covered under this Agreement and included under the Management Fee.

12.02 [Reserved].

12.03 No Third Party Beneficiaries.

This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person other than GVSU and the Michigan Department of Education by operation of law.

12.04 Sole Agreement.

This Agreement supersedes and replaces any and all prior agreements and understandings between the Academy, the Board, and the Company.

12.05 Force Majeure.

Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, or other acts beyond its reasonable control.

12.06 Governing Law.

The laws of the State of Michigan will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

12.07 Agreement in Entirety.

This Agreement constitutes the entire agreement of the parties.

12.08 Counterparts.

This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

12.09 Official Notices.

All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mails, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are as follows:

If to the Company, to:
Oakmont Education, LLC
481 N. Cleveland-Massillon Road
Akron, OH 44333
Attention: Legal Dept.

With a copy to:
Thomas C. Holmes
34194 Aurora Road, Suite 295
Solon, Ohio 44139
216-401-8123
tcholmes@holmeslegalservices.com

If to the Academy, to:
Muskegon Covenant Academy
125 Catherine Avenue
Muskegon, Michigan 49442

With a copy to:
Thomas M. Amon
Warner Norcross + Judd LLP
1500 Warner Building
150 Ottawa Ave NW
Grand Rapids, MI 49503

[Remainder of Page Intentionally Blank…Signatures Appear on Next Page]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their respective authorized representatives as of the date first set forth above in the introductory paragraph.

Muskegon Covenant Academy:

By: _____

Print Name: _____

Its: _____

Oakmont Education, LLC :

By: _____

Print Name: Nathaniel E. Miller

Its: CEO

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their respective authorized representatives as of the date first set forth above in the introductory paragraph.

Muskegon Covenant Academy:

By: _____

Print Name: JIM FISHER

Its: PRESIDENT

Oakmont Education, LLC :

By: _____

Print Name: _____

Its: _____

EXHBIT A

Subject to the Academy's budget and Sections 5.02 and 5.03 of this Agreement, Company shall, out of its Management Fee provide the Academy the following services and the Company shall be solely responsible for all costs associated with the provision of such services:

a. Identify the demographics of the population of students to which the Academy may appeal.
b. Identify necessary components of and possible ideal locations for the Academy's Facility.
c. Identify, investigate and evaluate specific options available for the Academy Facility in identified areas.
d. When a qualified potential Academy Facility is located, negotiate the lease or purchase of the Academy Facility.
e. Negotiate and/or arrange for all agreements for utilities utilized by the Academy, including without limitation, electricity, oil, gas, telephone, cable (TV/internet), water and waste charges ("Utilities") and for all buildings and grounds non-personnel cleaning, maintenance and upkeep ("Upkeep")
f. Research, investigate and evaluate possible manufacturers and equipment that can assist the Academy to achieve its mission, educational goals and performance objectives.
g. Once possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer, equipment and competitors.
h. To the extent called for in the Model applicable to the Academy and necessary to the operation of the Academy select, and negotiate the terms of the purchase or lease of, (a) initial plant and equipment, (b) office furniture and equipment, (c) classroom furniture and equipment, (d) audio-visual, TV and projector equipment, (e) computer equipment and software, and computer room furnishings and equipment, (f) special education furnishings and equipment, (g) student lockers and coat racks, (h) laboratory furniture and equipment, (i) library furnishings and equipment, (j) athletic/gymnasium furnishings and equipment, (k) art and music furnishings and equipment, (l) kitchen/cafeteria furnishings and equipment, (m) restroom furnishings and equipment, (n) other/common area/office/teacher lounge furnishings and equipment, (o) medical, health and safety furnishings and equipment, (p) maintenance and security furnishings and equipment, and (q) other personal property necessary for the operation of the Academy (collectively, the "Furnishings and Equipment").
i. Adapt and deliver the Educational Model, curriculum and program.
j. Select and negotiate terms of procurement of teaching guides, curricula and aids implementing the Model, school texts implementing the Model and workbooks, paper, pencils, and like student supplies.
k. Select, negotiate terms of procurement of, and arrange for the delivery of cafeteria food and drink, vending machines and drinking water (cooler/fountain) and coffee facilities.
l. Oversee day-to-day management of the Academy, in accordance with the Academy's mission and goals.
m. Perform repeated evaluation, assessment and continuous improvement of the Academy's Educational Model, curriculum and program.
n. Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations.
o. Draft operations manuals, forms (including teacher contracts, applications, enrollment and

similar forms), and management procedures, as the same are from time to time developed by the Company and as approved or requested by the Board.

p. Coordinate with other advisors engaged by the Board, including, but not limited to, legal, financial and accounting.
q. Provide all information and written reports reasonably requested by the Board, including periodic reports on student performance and copies of all reports and other materials provided to any oversight entity.
r. Meet with the Board on such frequency as the Board shall reasonably request.
s. Provide members of the Board and their representatives with access at all times to inspect all Academy Facilities, to review and audit all books and records relating to the Academy and the Company's performance hereunder and to meet with and interview any employees of the Company (including teachers).
t. License to the Academy on a non-exclusive basis the use of the Educational Model.
u. Research, investigate and evaluate possible manufacturers and technology that can assist the Academy to achieve its mission and goals.
v. Once possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer, technology and any competitors.
w. Integrate as possible the purchased technology with the curriculum and Model.
x. Advise and train staff and teachers on admissions and expulsion procedures, including utilization of forms and systems.
y. Perform quality data tracking, including but not limited to student data such as attendance, performance, etc., and tying together all school data as the technology system is developed.
z. Provide periodic reports on student performance, and whether educational goals and measurements are being achieved as required by the Contract.
aa. Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing where applicable and available.
bb. Consult on physical facility layout, maintenance and capital improvements.
cc. Research and recommend appropriate after school and extracurricular activities and field trips.
dd. Assign to the Academy service team such Company personnel as are necessary to carry out the obligations and duties of the Company under this Agreement; such assigned Company personnel shall be permitted to utilize appropriate office space within the Academy, Academy personnel for administrative and clerical support, and Academy facilities, supplies and equipment at no cost to the Company.
ee. Determine staffing levels, and select, evaluate, assign, discipline, transfer and terminate personnel, consistent with the Contract and state and federal law.
ff. Consistent with the Contract and state law, select and supervise the Academy Director and hold him or her accountable for the success of the Academy (the Academy Director and the Company, in turn, will have similar authority to select and hold accountable the teachers and other staff in the Academy).
gg. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, determine the number of teachers and the applicable grade levels and subjects required for the operation of the Academy, and recommend such teachers, qualified in the grade levels and subjects required, as are required by law, to the Academy; the curriculum taught by such teachers shall be the curriculum recommended by the Company and approved by the Academy Board as part of the Model. Such teachers may,

in the discretion of the Company and Academy Board, work at the Academy on a full or part time basis.

hh. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, determine the number and functions of support staff, qualified in the areas required, as are required by the Academy. Such support staff may, in the discretion of the Company, work at the Academy on a full or part time basis.

ii. Provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Non-instructional personnel shall receive such training as the Company determines is reasonable and necessary under the circumstances or as required by law.

jj. Inform the Academy of increases and decreases to salary levels and fringe benefit levels of any employee of the Company assigned to the Academy.

kk. Evaluate appropriate types and levels of insurance coverage for the operations of the Academy taking into account the activities of the Academy and the Company and the types and levels of insurance maintained by similarly situated schools.

ll. Suggest improvements in the Academy Facility as needed for the Academy's operations and the safety, health and welfare of the Academy's students.

mm. Arrange for Utilities and Upkeep costs.

nn. To the extent called for in the Model applicable to the Academy and necessary to the operation of the Academy, negotiate agreements for the procurement of, and procure, by purchase or lease, and have delivered, installed, and, if necessary, tested, all Furnishings and Equipment.

oo. Select and procure on an ongoing basis consumables (other than food) related to each of the foregoing.

pp. Arrange for the procurement of, and procure teaching guides, curricula and aids implementing the Model, school texts implementing the Model and workbooks, paper, pencils, and like student supplies.

qq. Recruit and enroll students subject to general recruitment and admission policies. Students shall be recruited and selected in accordance with the procedures set forth in the Contract and Board adopted policies and in compliance with all applicable federal, state and local law.

rr. Assist in preparation of the budget and financial reports as reasonably requested for submission to the Board for approval illustrating, among other things, actual results and how those results align with the projected budgets and explaining variances.

ss. Arrange for all data information management services, testing, and testing analysis.

tt. Assist in identifying and applying for grants.

uu. Assist in spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto.

vv. Perform such other reasonable management and management consulting services as are from time to time requested by the Board and mutually agreed upon by the Academy and the Company, including but not limited to attendance at the Board's meetings and marketing the Academy's programs.

ww. Coordinate community relations activities

xx. Perform initial and ongoing staff and teacher training with respect to the technology.

yy. Supervise/conduct after school and extracurricular activities and field trips.

zz. Enter into employment or contractor contracts with and assume full responsibility and

liability, and pay, benefits, salaries, worker's compensation, unemployment compensation, and liability insurance, per their terms of employment or engagement, for such (a) teachers, tutors and classroom aides, (b) senior administrative personnel, counselors, librarians and IT personnel, (c) athletics, coaching and extracurricular activities personnel, (d) kitchen and clerical personnel, (e) facilities and custodial personnel, (f) health, safety and security personnel, and (g) student transportation personnel as may be required by state and federal law, this Agreement, or the Contract to carry out the purposes of the Model.

aaa. Arrange for or cooperate in obtaining insurance covering the Academy's operations: General Casualty and Risk Insurance on the Academy Facility in an amount not less than full replacement value. General Liability Insurance in an amount of not less than One Million Dollars per occurrence and five million dollars aggregate, and/or as otherwise required by law and/or the Contract.

bbb. Perform advisory services regarding special education and special needs students, programs, processes and reimbursements through the Company's Special Education Department that focuses specifically on students with special education needs.

ccc. Securing the necessary technology for the smooth and orderly operation of the Academy and for ensuring that such technology remains in continuous working condition barring conditions beyond Company's control. Company shall also assist in the application for and administration of Federal e-Rate funds to offset the costs of necessary technology investments.

ddd. Performing all aspects of the business administration at the Academy and all aspects of the accounting operation, including general ledger management and financial reporting, and all other functions necessary or expedient for the administration of the Academy.

In accordance with Sections 5.02 and 5.03 of this Agreement, the Academy shall have the responsibility for payment of all direct costs, and reimbursement to Company for expenses incurred to operate the Academy. As used herein, "Direct Costs" may mean either expenses incurred directly by the school to run its operations or those incurred by Company on behalf of the school which are required to directly operate the school. As used herein, "reimburse" may mean either providing funds to the Company in advance of Company expenditure, or reimbursing the Company after such expenditure, as may be provided for below.

The Academy shall have the responsibility for payment of items so specified below:

a) All Salaries including but not limited to; Teachers, Special Education Staff, Vocational Education Staff, Superintendent Salary, Administrative Staff working upon the school premises.

b) All Benefits including but not limited to: retirement contributions, Medicare, medical benefits, workers compensation.

c) All Purchased Services including but not limited to; Instructional Services, Professional Development from outside vendors, Health Services, Management Services, Sponsor Fees, IT Services, Board Stipends, Professional/Legal Services, Accounting & Auditing, Payroll Processing, Other Professional Services, Security Services, Garbage Removal, Equipment & Furniture Repair & Maintenance, Janitorial Services, Rental Expenses for school related functions, Lease Purchase, Other Property Services, Board Travel Expenses, Onsite School Telephones, School Postage, Postage Machine Rental, Messenger Service, Advertising, Other Communication (Internet), All Utilities, Contracted Food Services, Pupil Transportation.

d) All Supplies and Materials including but not limited to; Instructional Supplies, School Office Supplies, Software Instruction, Software Admin, Food Products, Buildings Maintenance, Equipment and Furniture, Other Materials & Supplies.

e) All Other Expenses including but not limited to; Memberships, Audit fees, Bank Charges, Other Dues and Fees, Liability Insurance, Bond Premiums and Academic Extra-curricular activities.

MANAGEMENT AGREEMENT

This Management Agreement is made and entered into as effective as of the 1st day of July 2024, by and between the **Covenant Academies Foundation,** a Michigan non-profit corporation ("CAF"), and **Muskegon Covenant Academy,** a body corporate and Michigan public school academy (the "Academy").

RECITALS

The Academy is a charter school, organized as a public school academy under the revised Michigan School Code (the "Code"). The Academy has been granted a contract (the "Contract") by the Grand Valley State University ("GVSU") to organize and operate a public school academy, with GVSU as the authorizing body. The Academy operates under the direction of the Muskegon Covenant Academy (the "Board").

The management of CAF was instrumental in the creation of the Academy, having incorporated the Academy, recruited its initial Board of Directors (the "Board"), prepared the application with GVSU for the Contract (the "Application"), and prepared the curriculum and related documents submitted with the Application and essential for the operation of the Academy.

The Academy and CAF desire to create an enduring educational partnership, whereby the Academy and CAF will work together to provide a comprehensive educational program for the "at risk" population which will predominantly be attending the Academy. Further, the Academy and CAF desire to work together to facilitate the operations of the Academy efficient use of the Academy's financial resources.

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Authority. The Academy represents that it is authorized by law to contract with a private entity and for that entity to provide educational management services. The Academy further represents that it has been granted the Contract by GVSU to organize and operate a public school academy. The Academy is therefore authorized by the Code and GVSU to supervise and control such academy, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Contract. The Academy hereby contracts with CAF, to the extent permitted by law, to supervise the provision of all labor, materials, facilities, equipment and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Academy in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar

and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Board of the Academy and included in the Contract between the Academy and GVSU. It is understood that the scope of services to be provided by CAF in accordance with this Agreement may be provided directly by CAF or indirectly through a subcontractor of CAF.

C. **Designation of Agents.** The Board designates the management and/or employees of CAF as having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA").

D. **Status of the Parties.** CAF is a non-profit Michigan corporation, and is not a division of or a part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code and is not a division or part of CAF. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer – employee. Except as expressly provided in this Agreement, no agent or employee of CAF shall be deemed to be the agent or employee of the Academy. CAF shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CAF and the Academy is based solely on the terms of this Agreement, and the terms of any other written agreements between CAF and the Academy.

ARTICLE II

TERM

A. **Term.** This Agreement shall be effective as of July 1, 2024, and shall expire on June 30, 2027. This Agreement may be renewed by the mutual consent of the parties if the current Contract between the Academy and GVSU is renewed or extended.

ARTICLE III

FUNCTIONS OF CAF

A. **Responsibility.** CAF shall be responsible and accountable to the Board for the administration, operation and performance of the Academy in accordance with the Contract. CAF's responsibility is expressly limited by: (i) the budget CAF and the Academy agree upon pursuant to the terms of this Agreement, and (ii) the availability of state funding to pay for said services. Neither CAF nor the Academy shall be required to expend Academy funds on services in excess of the amount set forth in the Academy budget.

B. **Educational Program.** CAF agrees to implement the educational goals and programs as incorporated in the Contract (the "Educational Program"). In the event CAF determines that it is necessary to modify the Educational Program, CAF shall inform the Board of the

proposed changes and obtain board approval, and if required under the Contract, approval of GVSU. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Academy and CAF are interested in results and not in inflexible prescriptions. At the end of each academic semester, and otherwise as requested, CAF will provide the Board with updated reports on progress towards implementing each of the Academy's educational goals in the Educational Program.

C. **Specific Functions.** CAF shall be responsible for facilitating the management, operation, administration, accounting and education at the Academy. Such functions may be discharged directly by CAF, indirectly by a subcontractor of CAF, or by the Academy itself, and shall include, but are not limited to:

1. Implementation and administration of the Educational Program, including the selection and acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co –curricular activities and programs.

2. Management of all personnel functions, including professional development for the School Administrator and all instructional personnel and the personnel functions outlined in Article VI.

3. Operation and the installation of technology integral to the school design.

4. All aspects of the business administration of the Academy.

5. All aspects of the accounting operation, including general ledger management and financial reporting.

6. Food service, if any is provided, for the Academy.

7. Before and after school childcare, if any is provided, for the Academy through the use of CAF's Child Development Centers.

8. Any other function necessary or expedient for the administration of the Academy.

D. **Purchases.** Purchases made by CAF on behalf of the Academy with Academy monies including, but not limited to, instructional materials, supplies, and equipment will be the property of the Academy.

E. **Subcontracts.** CAF reserves the right to subcontract all aspects of all services it agrees to provide to the Academy. However, CAF shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

F. **Place of Performance.** CAF reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. **CAF Office Space.** For the term of this Agreement, suitable office space shall be provided at the Academy for CAF personnel and subcontractors. The office space shall be used by CAF for CAF activities related to the Academy. The Academy shall also provide CAF, upon CAF's request, with an additional room to be used for activities related to the Academy. The Academy agrees that CAF may incur, on the Academy's behalf, office and rental expenses associated with off-site central management.

H. **Student Recruitment.** CAF and the Board shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Students shall be selected in accordance with the procedures set forth in the Contract and in compliance with the Code and other applicable law.

I. **Due Process Hearings.** CAF shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Academy's own obligations. The Academy shall retain the right to provide due process as required by law.

J. **Legal Requirements.** CAF shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed under the Code and the Contract, unless such requirements are or have been waived, but the Academy shall interpret state and local regulations liberally to give CAF flexibility and freedom to implement its educational and management programs.

K. **Rules & Procedures.** CAF shall recommend reasonable rules, regulations and procedures applicable to the Academy and is authorized and directed to enforce such rules, regulations and procedures adopted by the Academy.

L. **School Year and School Day.** The school year and school day shall be as provided in the Contract submitted to and approved by GVSU. CAF reserves the right to modify the school year/day so long as State mandated days and hours of instruction are met.

M. **Pupil Performance Standards and Evaluation.** CAF shall implement pupil performance evaluations which permit evaluation of the education progress of each Academy student. CAF shall be responsible and accountable to the Board for the performance of students who attend the Academy. CAF will utilize assessment strategies acquired by the terms of the Contract. The Board and CAF will cooperate in good faith, to identify measures of school performance and goals for Academy students including, but not limited to, parent satisfaction.

N. **Services to Disabled Students and Special Education.** CAF shall provide special education services to students who attend the Academy in conformity with the requirements of state and federal law. CAF may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Academy's program, subject to approval of the Academy Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies.

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

P. **Unusual Events.** CAF agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Academy in complying with its responsibilities hereunder.

Q. **Student and Financial Records.** All student and financial information related to the Academy shall be available for inspection at the Academy or at CAF's central office upon reasonable request consistent with applicable federal and state laws.

R. **Compliance with Section 503c.** On an annual basis, CAF 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.

S. **Compliance with Section 11.23 of GVSU Contract Terms and Conditions.** CAF 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.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. **Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policies. The Board shall exercise good faith in considering the recommendations of CAF including,

but not limited to, CAF's recommendations concerning policies, rules, regulations and budgets. The Board's failure to adopt CAF's reasonable recommendations with respect to policies, rules and regulations to enable CAF to implement the school design as set forth in the Contract may, at CAF's option, be deemed a material breach of this Agreement by the Academy. The Board shall retain the authority to make reasonable regulations in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management and operation of the Academy, including, without limitation, regulations relative to the conduct of the pupils while in attendance of the Academy or enroute to and from the Academy.

B. Assistance to CAF. The Board shall cooperate with CAF in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Board shall timely furnish CAF all documents and records necessary for CAF to properly perform its responsibilities under this agreement.

C. Unusual Events. The Board agrees to timely notify CAF of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CAF in complying with its responsibilities hereunder.

D. CAF Office Space. For the term of this Agreement, suitable office space shall be provided at the Academy for CAF personnel and subcontractors. The office space shall be used by CAF for CAF activities related to the Academy. The Academy shall also provide CAF, upon CAF's request, with an additional room to be used for activities related to the Academy. The Academy agrees that CAF may incur, on the Academy's behalf, office and rental expenses associated with off-site central management.

E. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Academy, including regulations relative to the conduct of pupils while in attendance at the Academy or en route to and from the Academy. The Board shall further retain the obligation, as provided in section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials and equipment.

F. Educational Consultant. The Board may retain at its own expense an educational consultant to review the operations of the Academy and the performance of CAF under this agreement. CAF shall cooperate with such consultant in the performance of his or her responsibilities to the Board. Notwithstanding anything contained elsewhere in this agreement, without Board authorization, CAF shall have no authority to select, evaluate, assign, supervise or control any consultant retained by the Board.

ARTICLE V

FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Academy Board shall be deposited within three (3) business days with a financial institution acceptable to the Board and CAF. The Academy and CAF shall be named signatories on the account. CAF, as disbursement agent for the Board, is authorized to disburse funds from the account on behalf of the Academy for the purposes and uses authorized pursuant to the terms of this Agreement. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by on or behalf of the Academy including, but not limited to;

1) State Aid Funds.
2) Special Education funding provided by Federal or State Governments to the Academy that is directly allocable to special education students in the Academy.
3) Gifted and talented funding provided by Federal and State Governments that is directly allocable to gifted and talented students in the Academy.
4) At-Risk funding provided by Federal and State Governments to the Academy that is directly allocable to at-risk students in the Academy.
5) Funding provided by Federal and State Governments to the Academy that is directly allocable to students in the Academy with limited English proficiency.
6) Federal and State grant sources, including Title 1, which is directly allocable to the Academy.
7) Grants and donations received by the Academy (except to the extent CAF is not required or involved in soliciting, administering, or managing such grants and/or donations).
8) Fees charged to students for extra services as and to the extent permitted by law.

(All of the above are hereinafter collectively referred to as the "Revenues").

The Revenues shall be expended by CAF in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable.

B. Budget

1. Projected Budget. CAF shall provide the Board with an annual projected Budget (the "Budget"). The budget shall be submitted to the Board prior to June 30th for the following academic year.

2. Budget Detail. The Budget shall contain reasonable detail as requested by the Board. The Budget shall include all projected expenses and costs reasonably associated with operating the Academy and the CAF school program including, but not limited to, the projected cost of all services and education programs provided to the Academy, leasehold and other lease obligations incurred by the Academy, maintenance and repairs to Academy facilities and capital improvements except as otherwise agreed upon, supplies and furnishings necessary to operate the Academy, all taxes of any

kind that are assessed or imposed, insurance premiums, utilities, professional fees, and other costs and expenses connected to operating the Academy.

3. Approval. The Budget shall be prepared by CAF and submitted to the Board for approval. The Budget may be amended from time to time as deemed necessary by CAF and the Board.

4. Expenditures. CAF shall not expend the Revenues in such a way as to deviate materially from the provisions of the Budget without Board approval (except where the deviation is less than the amount budgeted).

C. Fees.

1. Base Fee In consideration for the services to be provided to the Academy by CAF, the base fee for the fiscal year of the Academy from July 1, 2024, through June 30, 2025, and for each fiscal year thereafter for the duration of the Agreement, the Academy shall pay CAF a base fee equivalent to Fifteen percent (15%) of all revenues, excluding other financing sources, ("Revenues"), received by the Academy and attributable to the fiscal year in question.

   The base fee shall be considered compensation for services which are provided exclusively by the management and staff of CAF. These services shall specifically include fiscal guidance and consultation with the Academy board, administrative oversight of the Academy's operations, including the review and evaluation of other educational services providers of the Academy, and guidance to the staff and administrators of the Academy to help assure that the mission of the Academy of serving the "at risk" student population is being fulfilled.

2. Additional Fees. The fees for services which are provided to the Academy pursuant to this Agreement by subcontractors or other service providers of CAF shall be invoiced to the Academy by CAF on a monthly basis, which fees and charges shall be itemized and passed-through to the Academy without any mark-up or up-charges as more specifically outline in the attached Schedule 1 which is part of this Agreement.

D. Availability of Funds. CAF shall only be required to perform its responsibilities upon this Agreement to the extent that the Academy has received and made available to CAF sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Other Public School Academies. The Academy acknowledges that CAF may enter into similar management agreements with other public school academies. CAF shall maintain separate accounts for expenses incurred by or on behalf of the Academy and other Public School Academies, and shall only charge the Academy for expenses incurred by or on behalf of the Academy. If CAF incurs authorized reimbursable expenses on behalf of the Academy and other public school academies which are incapable of precise allocation, then CAF shall allocate such expenses among all such academies, including the

Academy, on a prorated basis based upon the number of students enrolled at such academies, or upon such other equitable basis as is acceptable to the parties.

F. Financial Reporting. CAF shall provide the Board with:

1) The projected annual Budget as required by the terms of this Agreement.
2) Detailed statements of all Revenues received, and detailed statements of all direct expenditures for services and or expenses rendered or incurred to or on behalf of the Academy, whether incurred on-site or off-site, upon request.
3) Reports on Academy operations, finances, and student performance shall be provided upon request, but not less frequently than four (4) times per year.
4) Other information on a periodic basis to enable the Board to monitor CAF's performance and the efficiency of its operation of the Academy, and to reconcile the Fee paid to CAF.

G. Access to Records. CAF shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in possession of CAF and shall retain all of these records for a period of five (5) years from the close of the fiscal year to which such records relate. CAF and the Academy shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Academy Board shall be responsible for reviewing and approving the annual Budget of the Academy as presented by CAF.

I. Annual Audit. The Academy Board shall select, retain, and pay for an annual audit in accordance with the Academy's authorizing documents and the School Aid Act.

J. Legal Counsel. The Academy board shall select, retain and pay for legal counsel and obtain legal services and consultation as necessary. The Academy's legal counsel shall assist in assuring that the operations of the Academy are compliant with all applicable laws and regulations.

K. Start-up Financing. CAF may provide start-up and organizational funds for the Academy, including funds for professional services, the development of a curriculum, technology systems and school operations plan; recruiting, selecting and pre-service training of staff members; and cleaning, fixing, equipping and rehabilitating the academy building as required by this Agreement. If CAF makes such advances, CAF shall be reimbursed from the Revenues as and when funds are available as determined by the mutual consent of the Academy board and CAF.

L. Other Financing. The Board may apply to CAF for financing from time to time. Any such financing shall be subject to written agreement between the parties as to terms and may cover the cost of funds for the development and on-going operations of any and all aspects of the Academy's program. The Academy shall reimburse CAF for any such financing from state school aid payment and/or other revenue sources.

ARTICLE VI

PERSONNEL & TRAINING

A. **Personnel Responsibility.** CAF, with Board input as offered from time to time, shall select qualified personnel to perform services at the Academy. CAF shall determine if the staff shall be employees of the Academy, of CAF, or a subcontractor or independent contract recommended by CAF, subject to Board approval if necessary from a contractual standpoint. Compensation of all employees will be paid in accordance with the budget referenced in Article V. For purposes of this agreement, compensation shall include salary, bonus (if applicable), fringe benefits, and state and federal tax withholdings. CAF shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. **School Administrator.** The school administrator shall be accountable for the performance of the Academy. CAF shall have the authority, consistent with state law, to select, employ, and supervise the school administrator and hold the school administrator accountable for the success of the Academy. The duties of the school administrator, and the terms of the school administrator's employment contract shall be determined by CAF. CAF shall timely consult with the Board with respect to an actual or anticipated change in the individual CAF employs under this Agreement.

C. **Teachers.** CAF shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Academy. CAF shall provide the Academy with such teachers, qualified in the grade levels and subjects required, as are required by the Academy. The curriculum taught by such teachers shall be the curriculum prescribed by CAF for the Academy. Such teachers may, in the discretion of CAF, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by CAF. Each teacher assigned or retained by the Academy shall hold a valid Michigan teaching certificate issued by the state board of education under the Code, to the extent required under the Code.

D. **Support Staff.** CAF shall determine the number and functions of support staff required for the operation of the Academy. CAF shall provide the Academy with qualified staff to efficiently operate the Academy's school in accordance with the Contract. The support staff may, in the discretion of CAF, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, the support staff may also work at other schools managed or operated by CAF.

E. **Training.** CAF shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Non-instructional personnel shall receive such training as CAF determines reasonable and necessary under the circumstances.

F. Evaluation. CAF shall conduct annual staff evaluations that are rigorous, transparent, and fair following both federal and state laws and guidelines.

ARTICLE VII

TERMINATION OF AGREEMENT

A. Termination.

1. **By CAF.** CAF may terminate this Agreement prior to the end of the term specified in Article II in the event the Board fails to remedy a material breach within 30 days after notice from CAF. A material breach includes, but is not limited to, CAF's failure to receive for any reason compensation or reimbursement as required by the terms of this Agreement, or the Academy's loss or suspension of its Contract.

2. **By Academy.** The Academy may terminate this Agreement prior to the end of the term specified in Article II in the event that CAF shall fail to remedy a material breach within 30 days after notice from the Board. Material breach includes, but is not limited to: (i) failure to account for its expenditures or to pay Academy operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of the Contract, this Agreement, or law, or (iii) receipt by the Board of unsatisfactory reports from CAF or from an educational consultant retained by the Board about matters concerning CAF's performance or the performance of the staff which are not adequately corrected or explained.

3. **Revocation or Termination of Contract.** If the Academy's Contract issued by the GVSU Board of Trustees is revoked or terminated, this Agreement shall automatically terminate on the same date as the Academy's Contract is revoked or terminated without further action of the parties.

B. Renewal/Termination/Expiration

1. **Removal of personal property.** Upon termination of this Agreement, equipment and other assets acquired with Academy Revenue and owned by the Academy shall remain the exclusive property of the Academy. Equipment leased by the Academy shall remain subject to the interest of the Lessor/Owner.

2. **Future Advances/Out-of-Pocket Expenses.** Upon termination of this Agreement, for any reason, all future advances or out-of-pocket expenses paid by CAF shall be immediately repaid by the Academy unless otherwise agreed in writing by CAF.

C. **Transition.** In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, CAF shall provide the Academy reasonable assistance for up to 90 days to assist in the transition back to a regular school program.

ARTICLE VIII

INDEMNIFICATION

A. **Indemnification of GVSU.** The parties acknowledge and agree that the GVSU Board of Trustees, GVSU 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 GVSU Board of Trustees, GVSU 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 GVSU, which arise out of or are in any manner connected with the GVSU Board's approval of the School of Excellence application, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by GVSU and its Board of Trustees members, officers, employees, agents or representatives upon information supplied by the Academy or the Educational Management Organization, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by the GVSU Board of Trustees. The parties expressly acknowledge and agree that GVSU 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.

ARTICLE IX

INSURANCE

A. **Insurance Coverage.** CAF shall obtain, on behalf of the Academy, insurance in the amount required by the Academy's contract with GVSU. The Academy, CAF, and when necessary, GVSU will be named as insured. In addition, the Academy shall maintain an umbrella liability policy of two million dollars ($2,000,000.00) with CAF listed as an additional insured. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by 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 X

WARRANTIES AND REPRESENTATIONS

A. Academy Warranties and Representations. The Academy represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CAF Warranties and Representations. CAF warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Michigan. CAF will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Academy agrees to assist CAF in applying for such licenses and permits in obtaining such approvals and consents.

C. Mutual Warranties. The Academy and CAF mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI

MISCELLANEOUS

A. Sole Agreement. This Agreement supercedes and replaces any and all prior agreements and understandings between the Academy and CAF.

B. 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 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 CAF shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.

C. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other

acts beyond its reasonable control; provided either party may terminate this Agreement under Article VI if sufficient grounds exist as required by said Article VI.

D. Governing Law; Mediation; Arbitration.

1. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Michigan.

2. CAF and the Academy hereby agree to participate in facilitative mediation to resolve any dispute arising between parties pursuant to this Agreement which cannot otherwise be resolved in the ordinary course of business. The parties agree to utilize the services of a licensed Michigan attorney who is certified by the Better Business Bureau to act as the mediator and to participate in the mediation process in good faith as a condition precedent of initiating arbitration. Unless otherwise agreed by the parties, the mediation will be confidential and the parties and the mediator will not disclose any information regarding the mediation process, contents or settlement terms, or outcome of the proceeding. All costs associated with the mediation procedure shall be borne equally by the Academy and CAF.

3. In the event that any dispute arising under this Agreement cannot be resolved through the facilitative mediation process outlined in the immediately preceding section, the parties shall be entitled to resolve the dispute through binding arbitration, utilizing the processes and procedures as determine by the American Arbitration Association (AAA). Any arbitration procedure shall take place in Muskegon, Michigan, utilizing the services of one arbitrator selected in accordance with the rules of the AAA. The costs associated with such arbitration shall be borne equally by the Academy and CAF. Any decision rendered through the arbitration process shall be considered final and binding upon the parties, may not be appealed, and may be enforced by any court of competent jurisdiction.

D. Agreement in Entirety. This Agreement (including Attachments) constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the 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 or personal delivery if given by facsimile or personal delivery, or upon the date of postmark, if sent by certified or registered mail, or by electronic mail. The address of the parties hereto for the purposes aforesaid shall be:

THE ACADEMY: Muskegon Covenant Academy
125 Catherine Street
Muskegon, MI 49441

with a copy to:
Chris McGuigan
Muskegon Covenant Academy
School Board President
cmcguigan@cffmc.org

CAF:

Covenant Academies Foundation
Attn: Jennifer Carpenter
125 Catherine Street
Muskegon, MI 49441
Telephone: (616) 780-4041
jcarpenter@covenantacademiesfoundation.org

F. Assignment. CAF may assign this Agreement with the consent of the Academy Board.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both the President of the Academy's School Board and an authorized officer of CAF.

H. 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.

I. Cost and Expenses. If any party commences an 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 attorney's fees and costs of suit.

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

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

IN WITNESS WHEREOF, the undersigned have executed this Agreement

Date: 4/16, 2024

Covenant Academies Foundation

By: Pauline Scott
Its President

Muskegon Covenant Academy

Date: 4/19/2024, 2024

By: Edd Snyder
Its President

SCHEDULE 7-1

EDUCATIONAL GOALS AND PROGRAMS

SCHEDULE 7

ACADEMY SPECIFIC INFORMATION & EDUCATIONAL PROGRAM

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

1. Amend 7-1, Educational Goals & Programs, by replacing the current document with the document attached as Tab A.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: 8-12-2025

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: 9/17/2025

SCHEDULE 7-1

EDUCATIONAL GOALS

Alternative Education Programs (AEPs) at Grand Valley State University (GVSU) are designed to support students who struggle in traditional school settings, often due to significant academic and social challenges. These non-traditional programs focus on helping students recover credits and re-engage with their education, particularly those who are off the typical path to graduation. Recognizing the unique mission of these programs and the students they serve, GVSU uses alternative metrics to evaluate the quality of the educational program.

School performance of our AEPs will be evaluated across four domains: student growth in reading and math, high school credit attainment, and weekly engagement. A detailed methodology guides how students are grouped and assessed, with differentiated target expectations depending on their academic history. On an annual basis, Grand Valley State University will report school progress across these four domains as either Meets, Partially Meets, or Does not Meet as defined by specific thresholds for each evaluation domain. The ultimate goal is to ensure each student's progress is accurately measured and supported, paving the way for meaningful educational advancement.

Academic Achievement
As measured by student credit attainment and positive engagement, the school's percentage of students who achieve the target for their respective group in these domains. Students will be placed in groups based upon the credits completed in the prior year.

Academic Growth
As measured by the NWEA MAP Growth Assessment for both Reading and Math, the school's percentage of total students tested who achieve the target for their respective group in these domains. Students will be placed in groups based upon the credits completed in the prior year.

Date: 11-16-2025

Board President/Vice President Signature

JIM FISHER, PRESIDENT

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the MCA Board of Directors at a properly noticed open meeting held on the 12th day of AUGUST, 2025 at which a quorum was present.

Board Secretary

SCHEDULE 7-1

EDUCATIONAL GOALS

Phases. Each student enrolled at the school shall annually be classified by the school based on the phase of learning that the student is in. Phases are defined as follows:

Phase 0	Phase 1	Phase 2
• Student has enrolled at the school, but has not little to no live attendance (>20%). • Student has either not engaged or has minimally engaged in the school's online course platform, if any.	• Student sporadically attends the school (20-65%). • External barriers sometimes negatively affect academic success.	• Student regularly attends the school (66% or more). • Student is earning credits at a pace of 4 credits/year or more. • Student regularly engages in and completes coursework through the school's online course platform, if any. • Student exhibits positive behaviors, mindsets that align with academic success regardless of external barriers.

Phase Goals. The following goals are established for each phase of student learning:

Domain	Phase 0 Target	Phase 1 Target	Phase 2 Target
Student Growth	Not factored into goal calculation	65% of students show positive RIT growth in reading and math, as measured by the NWEA MAP Growth	65% of students meet their annual RIT growth target in reading and math, as measured by the NWEA MAP Growth
Student Progress for High School Students	65% of students earn at least 2.0 credits during the academic year	65% of students either earn 3-5.5 credits during the academic year or graduate.	65% of students either earn 6.0 or more credits during the academic year or graduate.
Student Progress for Students in Grades K through 8	Not factored into goal calculation	Not factored into goal calculation	50% of students meet or exceed the proficiency levels in English language arts and math of select peer schools as measured by the M-STEP and PSAT 8/9, as applicable.
Student Engagement	70% of students engage at a rate between 25% and 49%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate between 50% and 79%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.	70% of students engage at a rate of greater than 80%. Engagement may include in-person attendance, participation in the school's online course platform, if any, or otherwise participating in support systems offered by the school.
Phase Movement	65% of students move up at least one phase during the academic year, maintain Phase 2 status, and/or graduate.		

Evaluation. The rubric that will be used to assess these goals is as follows:

Domain	Meets	Partially Meets	Does Not Meet
Student Growth (NWEA MAP Growth)	School meets growth targets for all phases.	School meets growth targets for the majority of phases.	School does not meet growth targets for the majority of phases.
Student Progress	School meets student progress targets for all phases.	School meets student progress targets for the majority of phases.	School does not meet student progress targets for the majority of phases.
Student Engagement	School meets student engagement targets for all phases.	School meets student engagement targets for the majority of phases	School does not meet student engagement targets for the majority of phases.

Date: 4/16/2024

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the MCA Board of Directors at a properly noticed open meeting held on the 16 day of April, 2024, 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.

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

1. Amend 7-2, Curriculum, by replacing the current document with the document attached as Tab A.

2. Amend 7-3, Staff Responsibilities, by replacing the current document with the document attached as Tab B.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: September 9, 2025

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: 9/17/2025

School Name:	Muskegon Covenant Academy (A Public School Academy)	Date:	08/15/2025

6.3a Mission, Vision, Philosophy

The mission should answer the question *why do we exist?*
The vision should answer the question *what do we hope to become?*
Likewise, a school's philosophy should answer the question *what do we value and believe about educating students?*

Mission	**6.3a**	**1) MISSION (Why do we exist?): State the school's clear, *concise*, and compelling mission statement that describes its specific intent/purpose.**

Muskegon Covenant Academy (MCA) is a student-centered organization delivering excellence in education. The team is committed to our students, our communities, and each other. We believe that our cohesion and morale help us to achieve excellence. Our commitment to the students and our dedication to impacting their education through innovative methods make us unique.

At Muskegon Covenant Academy, we believe the following:

- Every student deserves an environment that enables them to achieve their fullest potential.
- We respect our work and each other.
- We use data to inform our decisions and measure our success.

This mission will be fulfilled by providing the school's students with an individualized and self-paced program set in a flexible scheduling environment that is responsive to its students' needs, and by providing an education experience that leads to a high school diploma instead of a GED and post-secondary success. MCA will provide a comprehensive, positive educational experience that will impart to each student the knowledge, desire, and confidence needed to succeed in reaching his/her goals. The school will strive to motivate, teach, and guide each student through his/her educational growth and development. This will be accomplished by emphasizing the development of both cognitive and social skills. MCA offers a safe, secure, clean environment and researched field-tested educational programs which have proven very successful in educating at-risk students. The program provides the opportunity for parent involvement and community engagement.

MCA believes that all students are valuable members of our community. MCA students will be guided by a caring, compassionate staff that will provide students with an academic foundation guiding them to post-secondary careers, training and college. MCA believes providing this foundation for our youth will prevent youth homelessness and incarceration. This will be done with absolute respect and unconditional love while offering hope and encouragement to all students.

Vision	**6.3a**	**2) VISION (What we hope to become?): State the school's clear, *concise*, and compelling vision statement that describes the anticipated operation, function and success of the school over time.**

Muskegon Covenant Academy is a proud member of Oakmont Education, a network of schools committed to reengaging youth and empowering them to make real, lasting changes in their lives. Oakmont Education's vision is bold, and our purpose is clear: to be the best educational organization exclusively dedicated to opportunity youth and their pursuit of a quality life after high school.

We're not just a school; we're a lifeline for those who've faced adversity, a sanctuary for those ready to seize their potential. At MCA, we see the full potential in everyone, and at Oakmont, we understand that education isn't just about books and classrooms. It's about nurturing the spirit of ambition, fostering resilience, and cultivating a profound sense of purpose. Our commitment is unwavering, and our methods are innovative.
We've set our sights on a singular goal: preparing our students for a life of quality and fulfillment beyond high school. Our curriculum isn't limited to traditional academics; it extends to workforce development, career and technical education, and nationally recognized industry credentials. We provide the tools and knowledge needed to navigate the complexities of the modern world. We will advocate with and on behalf of our students to raise awareness in the community that all children have the right to high-quality education, and to love, respect and genuine concern.
Oakmont schools are more than academic institutions; they are a place of opportunities. We believe in our students.

Philosophy	**6.3a**	**3) PHILOSOPHY (What do we value and believe about educating students?) State the school's clear, *concise*, and compelling philosophy that describes the values and beliefs by which the school will operate.**

At Muskegon Covenant Academy, we believe:

- *Everyone* deserves a second chance at receiving a first-class education and being successful in life
- *Everyone* deserves a chance to become all they can be
- *Everyone* learns at different rates and students should have educational choices that provide for their individual needs
- A flexible schedule is critical to young adults who need to earn a diploma even if work or life is getting in the way of school
- A high school diploma opens up possibilities for our students and benefits our entire community
- No one educational approach is right for everyone

Communities are only as strong as their families. MCA will build strong families by providing access to a high-quality education for students. By offering exceptional academics within a flexible scheduling environment. MCA will change the lives of underrepresented, opportunity youth and their larger communities. It is the vision that MCA students will graduate, attend college or enter the workforce and access opportunity, creating a positive future for themselves and their families. It is the hope of MCA that these graduates will return to their local communities and positively affect change.

6.3b Curriculum

The primary function of a school is to provide for the education of students. The curriculum describes all planned learning of students and should describe the learning experiences through which a student will progress. Responses should address the following questions: *What are the learning goals for students at your school and what research supports the curriculum choice and its effectiveness for the student population served?* Each of the items below should be addressed with strong evidence and detail.

Curriculum – Learning Standards	**6.3b**	**1) Provide specific standards with detailed descriptions for all core and non-core content (physical education, music, art, technology, etc.), including social-emotional learning, addressed by school that will enable each student to acquire learning across all four learning domains: foundational knowledge and skills, well-rounded content, leadership & reasoning, and social-emotional learning.** **If the school will use Michigan's Learning Standards in all core and non-core content areas, please check the box. ☑**

Muskegon Covenant Academy will use Michgan's Academic Standards in all core and non-core content areas. The link to Michigan's Standard documents can be found HERE. The Michigan Department of Education also provides links to Crosswalks, Model Course Mapping Resources, and Course/Credit Requirements. Links for each available document are provided below.

Core Classes:	**Other Classes:**
K-12 English Language Arts Standards	Visual Arts, Music, Dance & Theater Standards
English Language Arts Standards Crosswalk	Visual, Performing, and Applied Arts Course/Credit Requirements
K-12 Math Standards	CTE Standards by Program Area
Math Standards Crosswalk	National Career Ready Practices
K-12 Science Standards	K-12 Computer Science Standards
Science Model Course Mapping Resource	Michigan High School Health Standards
K-12 Social Studies Standards	Personal Finance Course/Credit Requirements
Social Studies Course/Credit Requirements	K-12 Physical Education Standards

Curriculum - Pacing Guides	6.3b	2) Provide a detailed description of the development process for pacing guides used in your school that includes the deconstruction of standards.

Development Process for Pacing Guides Our process for curriculum enhancement and alignment to the state standards begins with the deconstruction of state standards. All Oakmont teachers are trained in the process of deconstructing state standards and have access to standard deconstruction resources. Oakmont defines standard deconstruction as **a systematic process used to identify embedded learning targets in standards and objectives**. From this process, learning targets are developed. Learning targets are what students should know, understand, and be able to do to master the standard. Deconstructing standards allows teachers to identify specific learning targets within a standard and to determine the depth of knowledge required for the standard. Oakmont ensures that all new teaching staff go through training to understand the Learning Standards and how to make sense of those standards for both the teacher and for students. Teachers will be able to identify the skills required for each standard by starting with the verbs found in each standard and the content required for mastery within each standard. Teachers then break each standard into learning targets. Our content area collaboration teams are organized by our Director of Curriculum and Instruction, academic coaches, and department heads. All subject area teachers within the Oakmont team participate in quarterly meetings that include standard deconstruction. All Oakmont teachers also participate in quarterly content area collaboration team meetings and bimonthly meetings among the subject area department heads. MCA will use Michigan Content Standards to ensure that the curriculum meets state requirements.

While all students attending Oakmont schools have access to Edmentum as the key computer assisted resources used within Oakmont schools, teachers are expected to have a clear understanding of what mastery of their subject looks like in order to ensure all students are able to master core and non-core content. While Edmentum individualizes the pacing for each course based on each student's specific needs, teachers provide small group tutoring instruction to ensure students have mastered standards prior to their end of course exam. Since Oakmont Schools utilize Edmentum as the core curriculum resource, pacing guides are not used within the network of schools because pacing is based on the individual student.

Curriculum – Lesson Template	**6.3b**	**3) Explain what specific components are to be included in model lesson plan templates and rationale.**

While all Oakmont schools utilize Edmentum as the key instructional resource to deliver computer assisted instruction. Small group and individualized tutoring is available to all students to ensure mastery of standards.

Each unit and lesson plan will include a unit or lesson summary, estimated duration, pre-requisite/level, a description of pre-assessments and scoring guidelines, a description of post-
assessments and scoring guidelines, a description of instructional procedures, a description differential instructional supports, extension and interdisciplinary connections, homework options and home connections, a list of any necessary materials and resources.

Lesson plan templates for small group and individualized tutoring include the following:

Subject	Grade Level	Standard	Learning Target & Essential Understanding
Pre-Assessment	Post-Assessment	Materials/Resources	Challenges for Learning
Differentiation	I do	We Do	You Do

Curriculum - Alignment with Michigan Content Standards	**6.3b**	**4) Provide evidence of alignment of the school's curriculum model to Michigan's Learning Standards and the mission, vision, and philosophy of the school.**

Edmentum provides Standards Coverage Grids for each course, mapped to Michigan's K-12 standards for each content area. Links to those documents are provided below:
English Language Arts Standards Coverage
Math Standards Coverage
Science Standards Coverage
Social Studies Standards Coverage

In alignment with our mission, vision, and philosophy, Oakmont teaches a class called "Resiliency," which helps our students succeed not only academically, but socially and emotionally. We emphasize overcoming adversity and empowering our students to set high goals for themselves and then make solid plans to reach them.

To this end, the school will utilize the Why Try Curriculum. https://whytry.org/ WhyTry is an evidence-based social and emotional learning (SEL) program. It uses the CASEL definition of social and emotional learning: *"…the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions."*
-The Collaborative for Academic, Social and Emotional Learning (CASEL)

Researchers have independently verified that WhyTry effectively accomplishes all the objectives of social and emotional learning as outlined by CASEL. Students who participate in a full-fidelity implementation of the WhyTry Program demonstrate improved:

- Locus of control
- Ability to set and achieve goals
- Relationships with teachers and fellow students
- Classroom engagement
- Attendance records
- Academic performance
- Behavioral and Emotional Screening System (BASC) scores

The school's mission will be served by providing the students with an individualized, self-paced curriculum, balanced with in-class whole-group and small-group instruction. Edmentum Learning Framework will be used as our curriculum resource to implement the Michican Merit Curriculum, including rigorous instruction, active learning experiences, and meaningful assessment. Tutorials provide standards-based instruction, identify learning gaps, and provide the necessary instruction to prepare each student to master grade-level content. Edmentum allows students to learn with a flexible schedule, set in an environment that is responsive to students' needs.

The curriculum will engage students who are at-risk of dropping out or need dropout recovery programming by closing learning gaps, allowing a high-quality way for students to earn credits, and increasing achievement. The goal is for all students to earn a high school diploma and achieve post-secondary success. Through monthly department meetings and yearly evaluation, staff will review each course, examine the standard, and identify the students' learning progression within the standard in order to determine learning gaps and plans for individualized instruction using the Edmentum curriculum and other interventions. In the future, Muskegon Covenant Academy will explore CTE credentials and career programs, possibly including Construction, Healthcare, and Business. If Oakmont and Muskegon decide to pursue CTE credentials, MCA will follow Michigan standards for Career Technical Education, noted in the 6.3b Standards section above.

Curriculum - Literacy Skills	**6.3b**	**5) Describe how the school will develop literacy skills across all ages, grades and subjects, as well as building the capacity for effective literacy instruction. Describe how the school will monitor the implementation of literacy practices for fidelity and impact. Include instruction in foundational word recognition, language comprehension, and writing skills, as well as intervention methods for off-track students.**

All Oakmont Schools implement multi-tiered systems for support to assist students with developing literacy skills. All Oakmont schools are implementing the following evidence-based strategies for effectively teaching literacy, as well as providing resources and PD to teachers in the Science of Reading, and following Michigan's Essential School-wide Practices for Disciplinary Literacy in grades 6-12.

1. Provide explicit vocabulary instruction

- Building Vocabulary and Conceptual Knowledge Using the Frayer Model
- Greek and Latin Root Words
- Instruction in Prefixes, Root Words, and Suffixes

2. Provide direct and explicit comprehension strategy instruction

- Activate prior background knowledge
- Have students generate questions
- Make inferences
- Make predictions
- Summarize
- Visualize the text
- Monitor for Comprehension
- Business English and Structure of Writing classes are available to students in Edmentum. Other example activities are found here

3. Provide opportunities for extended discussion of text meaning and interpretations (Moderate Evidence WWC)

Students can participate in book studies in groups or as a 1-1 project. Teachers have Edmentum-created "Discussions" also available to use in class, or with small groups of students.

4. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect Instructional cycle. (Strong evidence)

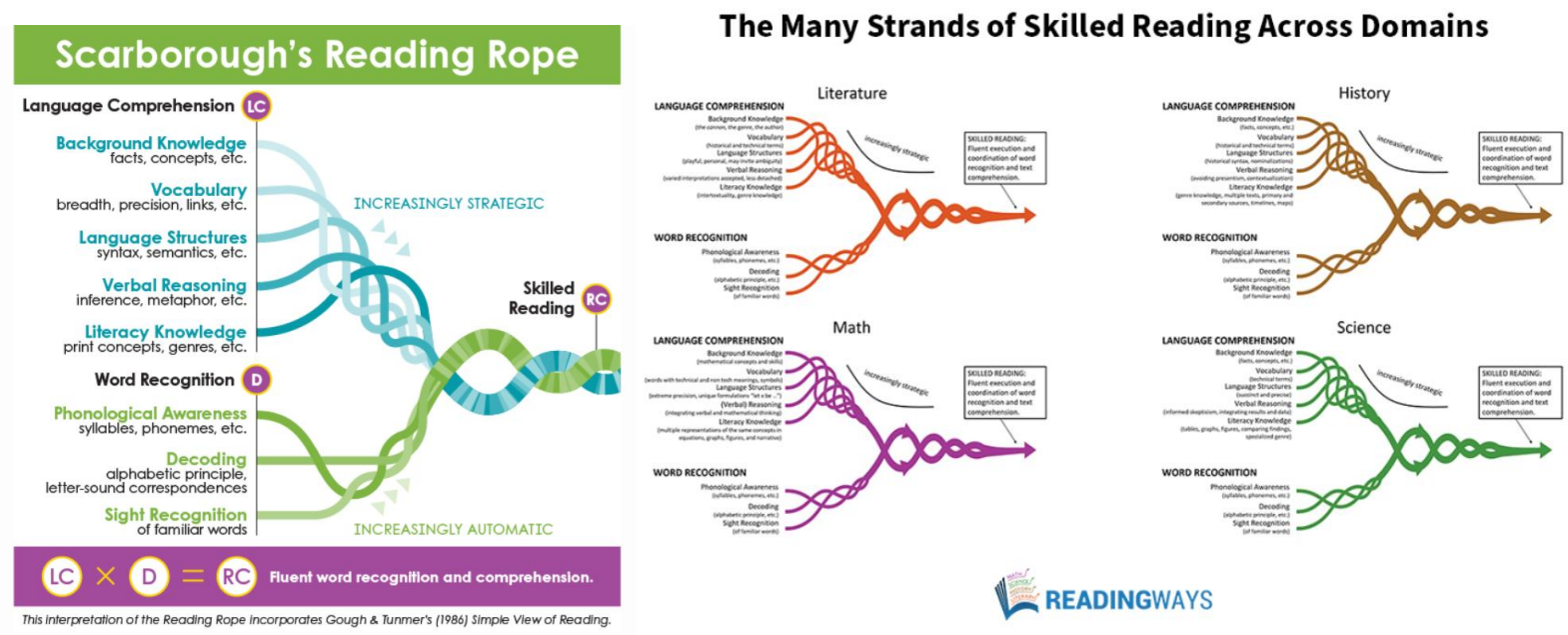
We use this Writing Rubric to help prepare our students to do well on state assessments. Writing Rubric
In the Edmentum curriculum resource, students are provided the opportunity to engage multiple times with their writing through step-by-step "Tutorials," "Class Activities," "Unit Activities," and "Journals." Teachers grade student work and provide feedback to students in a timely manner. Students are also given the opportunity to further revise their writing if they would like to incorporate teacher feedback or improve their grade and practice additional skills. Schools are also working with local State Support Teams to implement the Writing Revolution "Because, But, So" organizer.

5. Integrate writing and reading to emphasize key writing features.

Additionally, all Oakmont Schools offer a differentiated, individualized curriculum resource through the use of Edmentum Learning Framework. All staff members have been trained on the use and implementation of multi-tiered systems of support across subjects.
We also provide students opportunities to publish their writing and art in our publication "Exclamation!," which collects student submissions from all of our schools and is published 1-2 times per school year.

6. Provide resources and professional development to teachers in the Science of Reading and how literacy skills are developed and strengthened across grades and subject areas.

Teachers are provided articles, professional development, and coaching in the area of the Science of Reading. One tool utilized to support this objective is Scarborough's Reading Rope, found here



Oakmont also focuses on disciplinary literacy within the content areas to provide well-rounded support for literacy instruction. The Reading Rope aligned to each subject can be found here .

- Exact Path (Edmentum's Intervention Curriculum)–As part of our goal to improve our students' literacy, in alignment with Michigan's plan to raise literacy achievement, we have implemented additional resources for our students. One resource we are using is Exact Path for Reading and Math remediation and enrichment. Exact Path includes diagnostic assessment and recommended practice skills. The ESSA research report for Edmentum can be found HERE.
- Oakmont will monitor Exact Path data through Department Teams, as well as work with our MTSS Committee to implement best practices, as well as our Academic Leadership. Oakmont is tracking student engagement with the program and Instructional Coaches are providing support to teachers and administrators. We will conduct reviews throughout the school year of program effectiveness, as well as a comprehensive yearly evaluation.
- Oakmont monitors effectiveness of all interventions, including literacy, through our MTSS committees at the school level. We have implemented Branching Minds as a platform to organize our data and track what interventions are taking place with which students and how effective they are.

Key components of the program:

- IDENTIFY STRUGGLING STUDENTS: Use universal screeners or benchmarking exams to find students who are in need of extra learning support. This program is currently being integrated with Clever, our SSO platform and will continue to be evaluated as it becomes more connected to all of our systems and processes.
- FIND LEARNING SUPPORTS: Meet each student's challenges head-on with evidence-based interventions matched to their needs.
- PLAN & MONITOR PROGRESS: Create collaborative intervention plans, track progress, and communicate easily across staff and families.
- GAIN VISIBILITY ACROSS SCHOOLS: Understand and assess students' progress across schools to make informed decisions, support staff, and enhance student outcomes.

Oakmont believes in the commitment to literacy development at all grade levels, not just in the early grades. Michigan's Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom is a great resource for our teachers and Oakmont supports all of our schools in the mission of raising literacy achievement.

Curriculum – Future Success	**6.3b**	**6) Describe how the school will identify and support student's future success (i.e. focus on career, project- based learning, expanding work-based learning, career-tech/industry credentials, job shadowing and expanding pathways to graduation).**

As an Oakmont school, Muskegon Covenant Academy is dedicated to our students graduating with skills they can use in life and careers. Our schools ensure that all students earn passing grades in the required classes according to the State Board of Education, and that our students complete any state testing requirements. In addition to this, we also provide SEL (Social-Emotional Learning) lessons and programs to help our students not only with knowledge, but with soft skills that can be so important in college or the workplace. Our Resiliency teachers work with students on how to overcome life's difficulties, and our Placement Specialists work with students to find jobs and meaningful employment after they graduate. Although we will do everything we can to provide this support while students are actively enrolled, after they graduate, students can always come back to MCA for help with FAFSA, college applications, or career and educational support. MCA will also collaborate with the local career center on the Muskegon Area Promise https://www.muskegonisd.org/ctc-home/career-development/promise/

Listed to the below are Michigan's Graduation Requirements:

Michigan High School Graduation Requirements (18 Credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits

- Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits

- Proficiency in State Content Standards for Mathematics (3 credits); and
- Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST have a Math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

- Course, Learning, or Integrated Learning Experience.

PHYSICAL EDUCATION & HEALTH – 1 Credit

- Proficiency in State Content Standards for Physical Education and Health (1 credit); or
- Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit).

SCIENCE – 3 Credits

- Proficiency in State Content Standards for Science (3 credits); or
- Beginning with the Class of 2015: Proficiency in some State Content Standards for Science (2 credits) and completion of a Department approved formal Career and Technical Education (CTE) program (1 credit).

SOCIAL STUDIES – 3 Credits

- Proficiency in State Content Standards for Social Studies (3 credits).

VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit

- Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd Grade in 2006)

- Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
- Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit).

This document is intended to provide general guidance. Due to the complexity of the law, policies and guidance will continue to evolve. For specific information regarding the law, please refer to MCL 380.1278a and MCL 380.1278b.

Additional Requirement: Personal Finance

½ credit (mandatory starting with Class of 2028); may fulfill one MMC area or extra

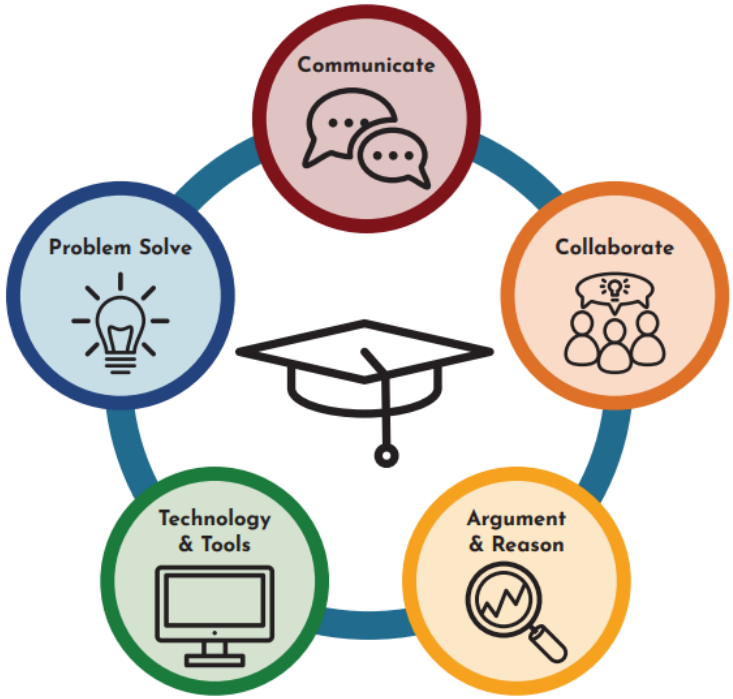
Michigan also provides a "Profile of a Graduate," which MCA uses to guide our instruction. We want our graduates to be well-rounded contributors to a better society, and we strive to model those behaviors in our schools through restorative practices, strong relationships with students, a strong Core curriculum, and access and training in 21st century digital skills.

Profile of a Graduate

A Michigan high school graduate should have the abililty to:

- **Communicate** effectively with a variety of audiences.
- **Collaborate** with others to reach a shared goal.
- Use **Argument and Reason** to do research, construct arguments, and critique the reasoning of others.
- Use **Technology and Tools** strategically in learning and communicating.
- **Problem Solve**, construct explanations, and design creative and innovative solutions.

MICHIGAN Department of Education



Michigan's citizens have high expectations that the state's K-12 graduates will be prepared for life. Career & college-ready students possess the skills necessary to earn a self-sustaining wage and participate in post-secondary opportunities without remediation. Michigan's "Profile of a Graduate" includes characteristics of career & college-ready students that are evident within all of the academic standards, including those in the arts and the Career and Technical Education (CTE) Career Ready Practices. Students obtain these skills through instruction that includes real-world challenges, cross-content integration, relevancy to student lives, and transfer of knowledge.

All Oakmont schools offer some pathways toward Industry Recognized Credentials as a part of the school's mission to support and serve opportunity youth. All Oakmont schools provide career planning support to students.

Career Technical Education (CTE) In addition to the above core content areas, MCA ***may*** choose to offer CTE instruction and curriculum resources in the following career fields: Business, Construction, Healthcare, Manufacturing, Nail Tech, and Culinary. All CTE curriculum is in alignment with Career Technical Education Learning Standards.

Microsoft Office Specialist (MOS) Certification: Microsoft Office Specialist (MOS) provides industry-leading assessments of skills and knowledge through project-based testing, giving students real-world exercises to appraise their understanding of Microsoft Office. This guarantees that every certified user has demonstrated the ability to command the full features and functionality of Microsoft Office, preparing them for future academic or workforce opportunities. MOS certification gives students, preparing to enter the workforce, the power to chart their own course, fulfill their ambition, and realize their potential. These certifications validate the IT skills students need to build a brighter future and prepare themselves for a successful career. The school offers Certiport's full pathway solution that prepares students for the MOS certification with 3 specific strategies

1) A tailored learning program called LearnKey: LearnKey is a video courseware program that enhances the learning experience and increases certification exam success. It provides self-paced on-demand video learning material for Certiport's Microsoft Office Specialist program. These expert learning solutions are easy to use and interactive and help prepare students for certification success and include Interactive labs and prescriptive study guides.

2) Performance based assessments and test preparation tools called GMetrix: This program directly targets the anxiety students face when it is time to assess their knowledge during certification exams. These practice tests include reporting and insight features, ensuring students are adequately prepared for their certification exam. GMetrix practice exams replicate a "live application" testing environment and build familiarity with the testing environment increasing confidence towards certification exams. GMetrix practice tests are customizable and allow the teacher to offer two different modes A) Testing mode where students experience what the certification exams will be like including timed testing B) Training mode where students work at their own pace as they receive feedback and step-by-step instructions for each question.

3) Authorized Microsoft Office Certifications Exams: As an authorized Testing Center, the school is approved to proctor the student's official exam without the need to take students to a different environment thus mitigating logistical and environmental test barriers.

Construction: The school will offer a Construction pathway for CORE and Level 1: Carpentry with curriculum and credentials by the National Center for Construction Education and Research (NCCER). NCCER is a not-for-profit 501(c)(3) education foundation created in 1996. It was developed with the support of more than 125 construction CEOs and various associations and academic leaders who united to revolutionize training for the construction industry. Sharing the common goal of developing a safe and productive workforce, these companies created a standardized training and credentialing program for the industry. The school provides a construction pathway and is an accredited training and assessment location. Our instructors are

recruited after years of experience practicing their craft. They also receive NCCER instructor training and achieve NCCER certification before going through the process for certification. NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's National Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires. This registry also assists craft professionals by maintaining their records in a secure database.

OSHA 10 Certification This OSHA10 training course provides information regarding workers' rights, employer responsibilities and how to file a complaint. It was also designed to help workers stay up to date with their OSHA safety requirements. The 10-hour training program is primarily intended for entry level workers. It is intended to cover recognition, avoidance, abatement and prevention of safety and health hazards in workplaces, not OSHA standards. Attainment of the OSHA – 10 certification provides 1 point toward Alternative Graduation Pathway.

Healthcare: The school will provide a pathway to certification in the Healthcare field.
Phase 1: Medical Terminology / CPR & First Aid Our Healthcare pathway utilizes the Dean Vaughn Medical Terminology program which works in conjunction with the natural learning process of the brain by converting abstract medical elements into images of real and familiar objects – and then associating those images with the subject in such a way that it is incredibly easy to learn and remember. The curriculum teaches students to apply the meanings of 350 prefixes, roots, or suffixes that combine to form over 11,000 complex medical terms. During this time, students also become certified in CPR & First-Aid. 1 Point is available toward the Alternative Graduation Pathway.

Phase 2: State Tested Nursing Assistant (STNA) Course Students are enrolled in an approved Department of Health (ODH) program. The 75 hour course includes 56 hours of classroom instruction along with 16 hours of clinical practice and prepares students to work in a variety of healthcare settings including hospitals, assisted living facilities and long-term care facilities. Upon successful completion of the training course, students will obtain State Nurse Aide Certificate (CNA) and be qualified to take the State Nurse Aide (STNA) examination. The course covers body mechanics, nutrition, anatomy and physiology, human disease processes, infection control, communication skills, and resident rights. Students learn to provide quality personal care skills such as how to help patients bathe, eat, and groom themselves. Clinical experiences allow students to demonstrate personal care skills in care settings under supervision of qualified instructors. 12 points are available toward the Alternative Graduation Pathway.

Phase 3: Certified Clinical Medical Assistant (CCMA) Program After successful completion of the STNA Course, students are then guided through a series of certification programs offered through The National Healthcare Association (NHA), which braid industry recognized credentials so that students have multiple career options to enter the healthcare sector. Oakmont Education is proud to have schools – where this training will be done - approved by The National Healthcare Association as Certified Training and Testing Sites. In addition, the instructors teaching this course either are – or will be - approved by NHA to train and certify students before going through the process for certification. The 5 NHA certification areas include: Phlebotomy Technician, EKG Technician, Certified Patient Care Technician, Administrative Medical Assistant and Certified Clinical Medical Assistant. Medical Assistants are able to do both clinical and administrative tasks. Their clinical responsibilities may include preparation for procedures and assisting in minor surgeries as well

as gathering patient health history, performing injections, drawing blood, and more. On the administrative side, they may be responsible for answering phones, file patient charts, and various other things. 12 points are available toward the Alternative Graduation Pathway.

Manufacturing: Our Manufacturing Pathway utilizes The Manufacturing Skill Standards Council (MSSC) for our curriculum. MSSC is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers. The nationwide MSSC System, based upon industry-defined and federally-endorsed standards, offers both entry-level and incumbent workers the opportunity to demonstrate that they have acquired the skills increasingly needed in the technology-intensive jobs of the 21st century. MSSC is accredited by the International Accreditation Service (IAS) thus providing students the opportunity to industry-recognized national certification. Our school that is planning to provide a manufacturing pathway has already been established as a certified assessment center. This distinction allows Oakmont schools the opportunity to not only teach manufacturing but administer the required assessments as well as award the certification. Our instructors have – or will – successfully complete a 3-day instructor course required by MSSC as well as have a history of work experience in the manufacturing sector before going through the process for certification.

6.3c Instructional Delivery Methods and Resources/Materials

Instructional methods and resources are the ways and tools used to deliver the curriculum. *What strategies or techniques will be used to engage students in learning? What instructional resources and materials will the teachers and students be using, including technology?* With strong evidence and great detail, each of the following items should be addressed.

Instructional Delivery Methods	**6.3c**	**1) Explain in detail the primary, evidence-based instructional delivery methods, strategies, and/or techniques (i.e. high yield instructional practices, project-based learning, computer-based, etc.) that will be used to provide daily instruction in your school to support success for all students.**

The primary, instructional delivery method is computer-assisted instruction coupled with face-to-face instruction from Educators in brick-and-mortar classrooms. This provides our students with the opportunity to achieve success in education in a way that accommodates their sometimes complicated lives. Many of our students are not "typical" high-school students, with obligations beyond what young people might normally experience. By providing students with a flexible schedule and the ability to work at their own pace, while also creating classrooms where teachers support and engage students in a brick-and-mortar building, we give students exactly the tools they need to be successful.

Research base: The website of John Hopkins Best Evidence Encyclopedia (BEE) was visited to review examples of third party research. The website focuses on specific education programs. However, there was ample evidence throughout the stated research findings indicating programs that offered education assisted technology such as the program to occur at MCA, does show a positive effect on learning. The website states, "Findings of this review

indicate that educational technology applications produced a positive but modest effect on the reading skills of struggling readers." Additionally, for struggling readers, "classroom instructional process approaches, especially cooperative learning and structured phonetic models, have strong effects for low achievers (as well as other students)." For high school reading, "programs using one-to-one and small-group tutoring (ES=+0.23) and cooperative learning programs (mean ES=+0.16), showed positive outcomes.

In addition to implementing Science of Reading practices, the following research supports the evidence-based practices that our teachers use:

Frayer Model and Concept Mapping:
https://files.eric.ed.gov/fulltext/EJ1297676.pdf
Impact of Student Motivation on Adolescent Reading
https://files.eric.ed.gov/fulltext/ED634228.pdf
Success in Algebra 1: Significantly Higher NWEA MAP Scores for Courseware Students
https://files.eric.ed.gov/fulltext/ED655774.pdf
Inclusive and Equitable Impact: Exact Path Meets the Needs of Diverse Learners
https://files.eric.ed.gov/fulltext/ED650669.pdf
First Year Implementation of Exact Path Leads to Sizable Growth in NWEA MAP Reading Scores
https://files.eric.ed.gov/fulltext/ED654793.pdf
First Year Implementation of Exact Path Leads to Sizable Growth in NWEA MAP Math Scores
https://files.eric.ed.gov/fulltext/ED657291.pdf
Edmentum's Research in Michigan
https://www.edmentum.com/impact/approvals/michigan-school-aid-act?queryId=8beb5c9b1b54cb772072665529233023

Pedagogy and the Basis for our Instructional Design:
The foundation underlying Edmentum digital curriculum is the established body of learning research and best practices in teaching documented above. We access evidence-based work from leading learning theorists to develop curriculum that incorporates basic and higher levels of learning, builds critical thinking skills, deepens understanding, and engages and motivates students to succeed. Through both Courseware (Core content) and Exact Path (intervention) Edmentum provides a wrap-around approach to student success.

Active Learning:
Rather than expect students to learn by passively watching, reading, and listening, Edmentum students learn by doing through multiple activity types. Edmentum integrates interactive media into every lesson, bringing ideas to life. Students will progress through course content by interacting with each concept as they are prompted to observe, inquire, create, connect, and confirm. Instructive feedback is immediately provided as students apply their understanding, creating continuous interplay with the subject matter that keeps students attentive and motivated through ongoing interaction with

course content, students are able to take responsibility for – and ownership of – their individual learning experience. As students experience success, their confidence builds, and achievement increases.

MCA believes in setting high expectations for all students, and that philosophy is reflected in the rigor as well as the breadth and depth of adherence to standards in core courses. Recognizing that students have varying levels of proficiency and preparation for grade-level academic content, Edmentum strives in its courses to make rigorous content accessible to all students by providing opt-in supports and scaffolds to meet each student at their level of academic readiness and develop their capacities.

Examples of supports and scaffolds within Comprehensive Courses Include:

- Audio assistance. Students have the option to listen along as they read. Research indicates that below-proficient readers can read at proficiency when text is accompanied by audio. Content is read aloud by professional voice actors.
- Vocabulary Assistance. Students can rollover terms and a pop up window is displayed with definitions, pronunciations, and examples of how the term is used.
- Support cards. These opt-in supports provide students with strategies for understanding the text on the page, reminders of previously taught concepts related to the lesson, and ways in which the lesson relates to real-life situations.
- Frequent Self Check-ins. Students are provided with frequent opportunities as often as once every page or two in study activities, where they complete active learning activities to assess their understanding of the content just covered.
- Stepping Out. Directions for complex tasks such as solving a proof or writing an essay are broken into smaller steps with explanations and guidance.
- Study Assistance. Printable study sheets guide students through the content. These include reading guides, graphic organizers, note taking guides, and practice questions to aid students as they learn new material and review for tests.

Instructional Delivery Methods – Research Base	**6.3c**	**3) Provide the evidence-base for the primary delivery methods, strategies, and/or techniques including impact on population served. If applicable, include a detailed description of the school's credit flexibility policy. Refer to ESSA definition of evidence based strategies. Provide documentation from the: What Works Clearinghouse for meeting level I or II criteria.**

ESSA Evidence for Edmentum Tier 2 Evidence:
Success in utilizing the Edmentum (Courseware and Exact Path)
Inclusive and Equitable Impact: Exact Path Meets the Needs of Diverse Learners
Impacts of Edmentum's Exact Path on Student Reading Achievement (Moderate Evidence)
Impacts of Edmentum's Exact Path on Student Mathematics Achievement (Moderate Evidence)

Universal Design for Learning – Research was used to develop the UDL Guidelines.
UDL is a set of principles for curriculum development that provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone – not a single, one-size-fits-all approach but rather flexible approaches that can be customized and adjusted for individual needs.

Three primary principles guide UDL- and provide structure for the Guidelines:

1. Provide Multiple Means for Representation
   - Perception
   - Language, expression, and symbols
   - Comprehension
2. Provide Multiple Means of Action and Expression
   - Physical action
   - Expression and communication
   - Executive function
3. Provide Multiple Means of Engagement
   - Recruiting interest
   - Sustaining effort and persistence
   - Self-regulation

Additionally, all Oakmont schools offer career programs that have some evidence for Dropout Prevention specifically in the area of completing school and staying in school.

Reviewed Research

Dropout Prevention

September 2015 EVIDENCE SNAPSHOT INTERVENTION REPORT (729 KB) REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Completing school	+	1 study meets standards	9-12	1,428	11 (-50 0 +50)
Progressing in school	0	1 study meets standards	9-12	1,379	--
Staying in school	+	1 study meets standards	9-12	1,454	6 (-50 0 +50)

ESSA The section below refers to the resource titled “Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.” This resource provides guidance to state educational agencies (SEAs), local educational agencies (LEAs), schools, educators, and partner organizations with information to assist them in selecting and using “evidence-based” activities, strategies, and interventions, as defined in Title VIII of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

The guide states the following:

1. “While ESEA requires ‘at least one study’ on an intervention to provide strong evidence, moderate evidence, or promising evidence, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence” Including Marzano’s studies, research has shown evidence that computer-based technology learning and programs that offer expanded learning opportunities has proven to increase the graduation rate of students at-risk for dropping out of school.

2. “Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will

achieve their intended goals and be examined to understand how they are working." The interventions which include a combination of the Edmentum digital computer learning assisted by in class direct learning is the basis for much of the research stated above. The strong evidence shown through the expanded learning research stated above includes the Edmentum Learning model to be implemented at MCA.

3. "The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context (for more information, also see Part II and endnotes). SEAs and LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works Clearinghouse (WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies." The specific setting of the research provided above is relevant to the demographics of MCA—students in high school who are at-risk for dropping out. The student population in the studies also consists of struggling readers, which represents the student population of MCA.

4. Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions. The interventions recommended through the research provided above can be incorporated into the current operations capacity of MCA without undue burden.

What is Credit Flexibility:

- Credit Flexibility is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around students' interests and needs.

- Credit Flexibility provides options for students with high school standing to earn graduation credits through alternative ways outside of regularly scheduled classes. Each option requires a different level of student independence to successfully complete the coursework for credit. For this reason, all courses and students' interest level should be carefully considered. Students interested in accessing Credit Flex must complete the Credit Flex Application.

- Credit Flexibility is intended to motivate and increase student engagement in learning:
  –by allowing student-generated plans for learning in non-traditional ways;
  –through access to a wide variety of learning resources, especially real-world experiences;
  –with learning opportunities planned around individual student interests and needs; and
  –for multiple measures of learning for students to demonstrate what they know, to apply their knowledge, and to present their learning to real-

world evaluators.

- Students may now earn graduation credit through one of the following options:
  –following a traditional schedule at Muskegon Covenant Academy;
  –taking an online course;
  –proving mastery of course content; or
  –developing an individual plan for an internship/field experience, community service, educational travel, or independent study.

- Students are not limited in the number of courses or the number of credits earned through Credit Flex. However, approval of Credit Flexibility Plans and credits earned will be dependent upon the school's capacity to implement them. If Credit Flex Plans are approved, students may earn either required or elective credits or simultaneous credit in more than one academic area at a time or partial credit.

- Credits earned through Credit Flex:
  –will result in a letter grade (A, B, C, D, or F) and will be included in the calculation of a student's grade point average (GPA);
  –will be reflected on the student's transcript in the same way as traditional credits earned via traditional seat time with no distinction made between traditional coursework and Credit Flex coursework*;
  –will not be weighted;
  –will not be available as Pass/Fail unless students earning credit in a traditional class have a pass/fail option, or as otherwise outlined in policy.

- Grades for online coursework will be recorded as submitted by the online provider.

- Grades earned through independent study, internships/field experiences, community service/service learning, or educational travel will result from collaboration between a Teacher of Record (TOR)

Credit Flexibility Options:

Students may earn graduation credits through Credit Flex by taking online courses, by proving mastery of course content, or by crafting an individual plan for independent study, internships/field experiences, community service/service learning, or educational travel. Students interested in any of these 3 options must complete the *Credit Flex Application* at the end of this *Guidebook.*

1. **Online Courses**

Students may take an online course through an outside provider with control over the time, place, and pace of their learning.

Approved Online Provider and End-of-Course Assessment Information:
Online courses through Credit Flex are an alternative option. It is necessary to select online providers that are adequately aligned to state standards. In addition, with the state-required, End-of-Course Assessments, the online courses must also be rigorous for students. Therefore, only certain online providers are identified so that they adequately and appropriately prepare students for the new requirements. When the course is one that has a state End-of-Course Assessment for graduation, students are required to take the state test during the identified testing window. The state decides when these tests are given. Therefore, there may be a lapse between the time the student finishes the course and when the student sits for the assessment. Edmentum has been approved.

Application Process:

- Complete the *Credit Flex Application*, circling "Online Course" as the requested option.
- Meet with a Director to discuss online provider options for the requested course.

2. Mastery Assessment

Students may choose to demonstrate mastery of course content by passing a comprehensive course exam with 70% or greater and by demonstrating their ability to apply knowledge and concepts.

Application Process*

- Complete the *Credit Flex Application*, circling "Mastery Assessment" as the requested option. *See the timeline at the end of this Guidebook for Mastery Assessment deadlines to allow for re-scheduling of the course if students are unable to meet the 70% mastery goal.*
- Meet with a Teacher of Record (TOR) to complete the Mastery Assessment process.
  –Students will be given **one attempt** to demonstrate proficiency by completing a comprehensive exam covering essential content knowledge addressed in an equivalent course
  –Students failing to score 70% or above on the exam will be reassigned to a traditional course.
  –Students demonstrating 70% or greater mastery on the exam will also complete a project/problem-based assessment designed to prove their ability to apply their knowledge.
  –Students will then present their work to the Credit Flex Committee who will make a determination about the level of competency demonstrated for the purposes of assigning a grade and credit.

MASTERY ASSESSMENT NOTICE:

- Students may not select the Mastery Assessment option for courses which require students to work collaboratively to produce

a final group product.
- Students may choose to use an Advanced Placement exam for their Mastery Assessment option providing a *Credit Flex Application* is submitted and approved according to the timeline and all the following conditions are met.

When the course is one that has a state End-of-Course Assessment for graduation, students are required to take the state test during the identified testing window, in addition to any Mastery Assessment plan the student completes. The state decides when these tests are given. Therefore, there may be a lapse between the time the student finishes this option and when the student sits for the assessment.

Individual Plan

Students may earn graduation credit by generating and developing an Individual Plan for any of the following: independent study, internships/field experiences, community service/service learning, or educational travel.

Application Process:

- Complete the *Credit Flex Application*, circling "Individual Plan" as the requested option.
- Provide a **detailed** outline of the plan with the *Credit Flex Application*. That outline should include the following:
  –Specific information about the content knowledge and skills students will learn;
  –Specific number of credits students are seeking for their work;
  –How students will access knowledge and practice skills;
  –Proof of learning, not including a paper/pencil exam; e.g., artifacts, video, PowerPoint, art work, another appropriate product;
  – A reflective journal or essay documenting learning as it takes place;
  –Documentation of internship/field experience or community service/service learning hours; and
  –Other information as appropriate to the plan.

INDIVIDUAL PLAN NOTICE:

- In order to complete an Individual Plan, students must have a licensed educator to serve as Teacher of Record (TOR). This individual must meet HQT requirements for core courses.
- Students will be *assigned* a TOR for an Individual Plan.
- In certain cases where it seems appropriate, students may select an outside mentor (non-school staff member) for their Individual Plan; however, this mentor does not replace the need for a school TOR.
  –Outside mentors cannot be related to the applicant.
  –Outside mentors must have a background check and be fingerprinted (Bureau of Criminal Investigation check) prior to working with students. This is the financial responsibility of students/families. BCI documentation must be provided along with the *Credit Flex Application*.
- Based on the details of the Individual Plan, students will be required to make a formal presentation to members of the Credit Flex

Committee.

- Students must obtain approval from members of the school Credit Flex Committee *prior* to proceeding with an Individual Plan. ***Retroactive credit will not be awarded under any circumstances.***
- Students on approved Individual Plans will periodically be required to provide evidence of progress and attendance to their TOR.
- Students failing to meet the standards for ongoing participation and satisfactory progress described in an Individual Plan may be reassigned to traditional courses at the discretion of the School.
- *Students who have been expelled from school will not be eligible to apply for Credit Flexibility until they are allowed to re-enroll.*

Instructional Delivery Methods - Resources/Materials	**6.3c**	**4. Identify resources and materials that will be in place at the school's opening in all core and non-core content areas, including technology.**

All resources and materials will be in place at the school's openings in all core and non-core content areas including staff, furniture, curriculum, board, technology, management systems, contractors, students and general education curriculum Edmentum to increase academic achievement, Muskegon Covenant Academy will utilize a predominantly Edmentum curriculum. Research supporting the success of the model can be found later in this section. School districts challenged to increase their student's academic performance are turning to Edmentum digital curriculum to support programs that increase graduation rates and decrease dropout rates. Edmentum provides standards-based comprehensive courses that makes rigorous content accessible to each student and results in increased student outcomes. Their program is designed for credit-deficient students in order to provide personalized learning. If credit recovery is needed, students can master the exact studies that are required through prescriptive courses. Edmentum is a model that aligns with Michigan standards, assessments, and differentiated strategies. Because the curriculum is aligned with Michigan standards, it addresses the question of what students should know and be able to do. Lessons were created to emphasize skills like critical thinking and problem solving, which are key concepts to the Michigan standards. Edmentum will be utilized as the main curriculum resource for all core courses at MCA including math, science, social studies, and English. MCA will use the appropriate tools, equipment, and materials for industry credential training as outlined by each credentialing agency in their required curricula.

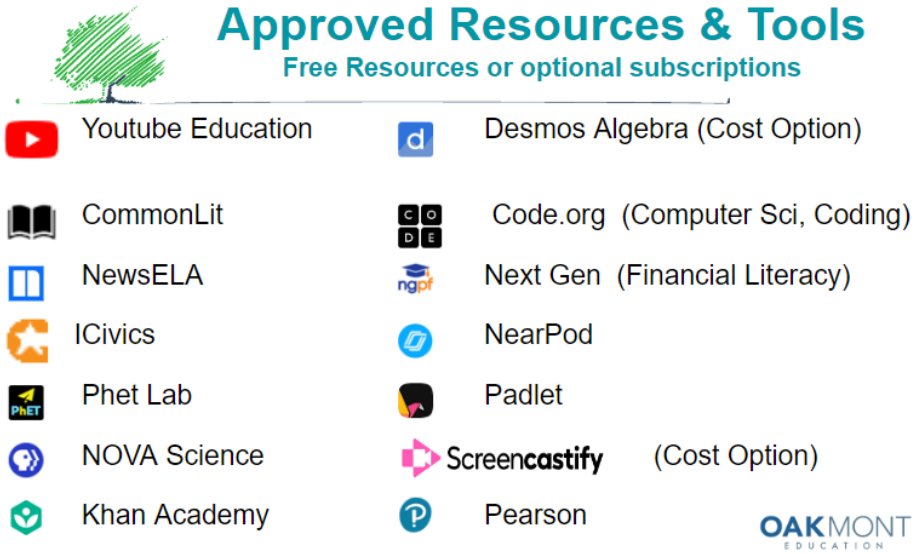
In addition to the Edmentum curriculum, teachers participate in academic department teams, which collaborate within each department to share best practices, analyze resources and assignments, and provide additional resources. Academic teams meet once per month, including two in-person collaborations throughout the school year. They develop goals and data projects and also provide support to teachers within the department teams. Teachers are provided with group chats, shared resources, professional development opportunities, and visits with department chairs and Instructional Coaches.

Some resources have been purchased for all schools in the Oakmont network to use. These include, but are not limited to:

Approved Universal Resources:

Clever	SSO (Single Sign On)
edmentum	Core Course Platform, Course Gradebook, Standards Guidance
Google Suite	Communication, Secondary Course Platform, Educational Technology
edmentum Exact Path	Progress Monitoring, Intervention Curriculum for Reading, Math, and Language Arts
Kahoot	Educational Technology, Formative Assessments, Group Activities
edpuzzle	Differentiated Instruction, Educational Technology
SCHOLASTIC Magazines+	Printed materials, Google Classroom integration, videos, powerpoints, and lesson plans.
MindPlay	Tier 3 MTSS intervention, IS students

Additional resources are available for teachers to supplement Edmentum instruction, with the guidance and collaboration of Academic Coaches, Department Chairs, and Instructional Leaders.



Teachers are also provided with the Teacher Tools Google site, where teachers can access links to recorded training videos about the specific programs above, articles and PD on best practices, example activities and resources, relevant links and trackers, and Licensure information.

Instructional Delivery Methods - Resources/Materials	**6.3c**	**5. Explain the selection, approval (including board) and change process for instructional resources and materials to be used by teachers and students, including technology.**

The curriculum committee will meet annually in January to begin the review process of the curriculum, curriculum resources and the online resources utilized by the school. Technology will be reviewed as well to determine needs of the school for updating or adding new technology in specific grades or certain subjects and for what intended purpose the technology is serving. Data will be reviewed to determine specific areas where additional curriculum and/or resources need to be added in order to prevent gaps in learning and maintain student growth.

We will seek resources and materials that are evidence-based instructional strategies and embedded formative assessments which support data-driven instruction, and instructional content which provides implementation support for educators to ensure all students' learning needs are met.

MCA will continue to evaluate the instructional resources and materials used by teachers, in an ongoing process, including technology, within Building Leadership Team (BLT) meetings and governing authority committee meetings. The BLT consists of the school Director along with lead teaching staff. The Director, BLT team, and governing authority committees collaborate as needed to review materials, technology, and resources.

With frequent changes in courses and technology, teachers are regularly updating material documents to ensure they have proper resources and materials. Adjustments and changes are made based on the educational needs of the school's population. The school recognizes that to continue to educate our students in the 21st century, we must stay current with the latest technology. Technology needs assessments are completed each year, and technology purchases are made on an as needed basis. Board approval is only required for purchases over $5,000.

6.3d Continuous Improvement and Professional Growth

Schools must improve instructional practices and student performance on a continual basis. With strong evidence and great detail, each of the following items should be addressed.

Continuous Improvement	**6.3d**	**1) How will the school develop, monitor, and evaluate a school improvement? Describe the structures and processes to support the improvement planning.**

Muskegon Covenant Academy will use Michigan's Integrated Continuous Improvement Process to seek continual growth and improvement for our schools, teachers, and students. That process is described in their process guide, MCIP Process Guide: October 2024 Update, "The Michigan Integrated Continuous Improvement Process (MICIP) is the mindset, process and platform used to support district and school continuous improvement (CI). MICIP is a pathway for districts to improve student outcomes by assessing the whole child needs, developing and implementing plans, and coordinating funds. MICIP was intentionally designed based on the integration of implementation science and continuous improvement science. Implementation science refers to the "methods or techniques used to enhance the adoption, implementation, and sustainability" of an intervention (Proctor et al., 2013). Implementation science incorporates five active implementation frameworks of usable innovations, implementation stages, implementation drivers, implementation teams, and improvement cycles to effect change. Improvement science refers to a methodology that uses cycles of inquiry to learn what is needed to improve practice. (Bryk et al., 2015). The MICIP Cycle is based on this science."

Continuous Improvement is a focus of Oakmont, with the 5-step process built into our model:

The MICIP **Process** is activated by the five components of the Continuous Improvement Cycle, with repeated shorter-term cycles in the context of the larger cycle.

- Assess Needs
- Plan
- Implement
- Monitor/Adjust
- Evaluate

We use a variety of strategies to assess needs, plan, implement, monitor and evaluate effectiveness of practices for our schools, communities, teachers, and students. We have student, parent, and teacher surveys, which we send out yearly to gather anecdotal feedback. We use these surveys to get valuable feedback from stakeholders and to plan for improvements. We also assess our teachers regularly, using the Oakmont Teacher Observation Form to collect observations of teachers.

A PDF of that form can be found below.
25-26 Classroom Observation Form

The action plans below correlate with the improvement process.

Step 1: Teacher Based Teams (TBTs) will meet every other Monday afternoon to discuss data and share ideas.

Step 2: The TBTs process is evaluated each month by the CSLT during leadership team meetings. Feedback is given to all TBTs, and data is analyzed for growth purposes. In October, February, and May growth data is reviewed in TBTs with the school academic coach. That data is the basis of coaching cycles throughout the remainder of the next quarter.
Step 3: The TBTs process is then reviewed on a regional level by the Regional Curriculum Team in efforts to ensure where additional training is needed.
Step 4: The instruction plan is implemented during the first year. After the first year, the plan will include any data-based adjustments, if needed.
Step 4 and 5: The CSLT will meet each Wednesday afternoon to discuss the OIP and pertinent policies and procedures throughout the building. The CSLT will discuss the information collected from the forms to provide advice and feedback for the TBTs.
Step 5: The Regional Curriculum Team meets each summer to review the progress of the CSLT and to determine what professional development would be beneficial for the Leadership Team. Data is consistently reviewed. Adjustments are made by the following staff and during the following timelines: a) nationally normed Assessment data will be reviewed by teachers after each testing session (Fall, October; Winter, February; Spring, April). State assessment data will be reviewed in August prior to the start of school. Additional progress monitoring tools contained in the Edmentum digital curriculum will be given to students on a regular basis to monitor student progress in a particular subject as well as drive instruction. These assessments will be reviewed by academic coaches every six weeks.

Michigan Department of Education– Educator Evaluations	**6.3d**	**2) How will schools evaluate teachers, give meaningful feedback, and improve teaching and learning to drive improved student performance outcomes?**

Teachers will be evaluated using Oakmont's Teacher Performance Evaluation Rubric. Oakmont's Rubric focuses on the following domains aligned to educator excellence. Michigan's standards for Teachers can be found here:
Professional Standards for the Preparation of Teachers

Domains:
- Focus for Learning
- Knowledge of Students
- Lesson Delivery
- Classroom Environment
- Assessment of Student Learning
- Professional Responsibilities

Organizational Areas:
- Instructional Planning
- Professionalism

- Instruction and Assessment

The Teacher Performance Evaluation Rubric is to be scored holistically. This means evaluators will assess which level provides the best overall description of the teacher. The rating process is to occur on completion of each 30-minute observation and post-conference. To determine the rating for each 30-minute observation, the evaluator is to consider evidence gathered during the pre-conference, observation, post-conference, and classroom walkthroughs, if applicable. Note that when completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers may, but are not required to, bring additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the preconference and post-conferences as well as information from the Professional Growth and/or Improvement Plan, if applicable.

An informal classroom walkthrough tool can be found here:
25-26 Classroom Observation Form

Michigan Department of Education– Director Evaluations	6.3d	3) How will schools evaluate Directors/Principals, give meaningful feedback and mentorship, and improve school and district functionality to drive improved student performance outcomes?

School Leaders will be evaluated using Oakmont's School Leader Performance Evaluation Rubric.

Oakmont Education - Performance Summary
School / Location: *DOR Directors*

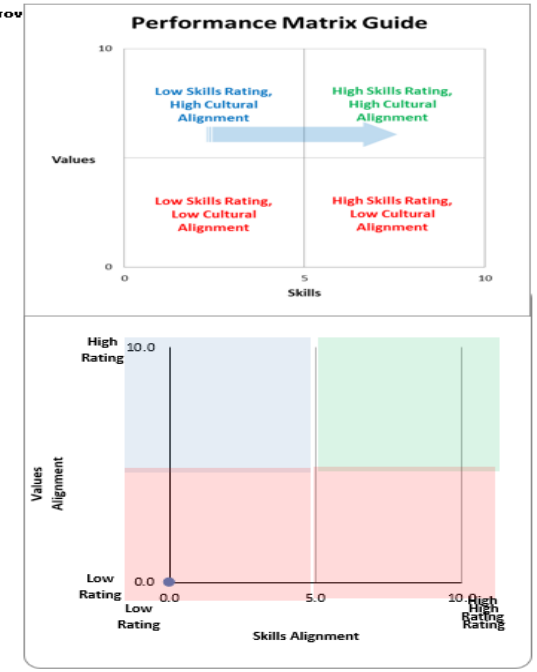
Employee Name:
Position Title: *Director, Cliff Park HS*

Core Values Demonstrated	Rating	Notes (explain rating using Rubrics and needed improvements)
Innovative		
Authentic		
Committed		
Driven		
Average	#DIV/0!	

Summarized Performance	Values	Skill
	#DIV/0!	#DIV/0!

OAKMONT EDUCATION
"Innovative. Authentic. Committed. Driven."

Required Skills - Performance	Rating	Notes / Comments (why rated as is, and what is needed for improv
Modify and Execute our DOP Academic Model		
Meet Standard' on 12th Grade		
Meet/Exceed Standard' on		
Graduation Rates (Cohort Tracker)		
Credits Earned		
# of Grads Earning Industry		
Achieve Enrollment Goal in Order to Meet or Exceed School's Budget		
Enrollment		
FTE Settlement Report		
Retention/Attendance Rate		
School Financials		
CTE Enrollment #'s		
Lead Through Building a Great Team & Managing Key Relationships with Board & Sponsor		
Performance Matrix		
Voluntary Staff Retention Rate		
Staff Satisfaction Surveys		
Compliance Reports (Sponsor)		
Board Survey Results		
Charter Renewal (Length)		
Mgmt Agreement Renewal		
Average	#DIV/0!	



Education Related Professional Learning	**6.3d**	**4) How will teachers, administrators, and staff renew licenses and meet state requirements for professional learning and development?**

Muskegon Covenant Academy will follow the Michigan Department of Education's policies and procedures related to teacher licensure and professional development. A summary of those policies can be found here:
https://www.michigan.gov/mde/Services/ed-serv/Educator-Retention-Supports/education-related-professional-learning

According to the MDE,

> In order to meet the requirement defined by the Teacher Certification Code and Administrative Rule 390.1101, necessary for all certificate renewals or progressions, an educator must accumulate a total of 150 hours of education-related professional learning.
>
> Education-related professional learning is any opportunity intended to improve an educator's practice and capacity to perform the work within the profession of education, with a focus on improving student achievement. These opportunities must be aligned to the educator's grade level of certification and area(s) of endorsement.
>
> There are three recognized categories:
>
> 1. Satisfactory college semester credit hours (average grade of C or better) at a college or university recognized by Council for Higher Education Accreditation (CHEA) or U.S. Department of Education (USDE), with one semester credit hour being equivalent to 25 education-related professional learning hours.
> 2. State Continuing Education Clock Hours (SCECHs).
> 3. Annual District Provided Professional Development (DPPD) hours.

The following resource from Michigan describes the various types of licenses Michigan teachers can hold and how to renew or advance them.
https://www.michigan.gov/mde/services/ed-serv/ed-cert/cert-guidance/teacher-recertification

According to MDE (The Michigan Department of Education),

The following certificates require education-related professional learning:

- Standard Teaching Certificate Renewal
- Professional Teaching Certificate
- Professional Teaching Certificate Renewal
- Advanced Professional Teaching Certificate Renewal
- School Counselor License Renewal
- School Psychologist Certificate Renewal
- Professional School Social Worker Certificate
- School Administrator Certificate Renewal

Professional learning should be relevant and meaningful, and completed with ethical professionalism. The key factors for ensuring professional learning opportunities will count towards certificate renewal or progression are:

- must be appropriate to grade level and content areas of certification and endorsement; and
- must be completed since the issue date of the most recent certificate.

The professional development committee is chaired by a classroom teacher who attends regularly scheduled meetings within our cohort. It is the responsibility of the chair of the building committee to update all staff on pertinent licensure matters and ensure all licenses remain up to date and compliant. Oakmont Education outlines a company-wide professional development plan that addresses large scale issues and additional professional development days are planned at the school level based on need. High-quality professional development is organized, coherent and provides ongoing learning opportunities. Our professional development envelopes the following criteria:

- Occur within a collaborative culture in which all share collective responsibility for continuous improvement.
- Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.
- Be supported by resources.
- Be data based, and use data for planning, assessment and evaluation.
- Represent best practice models and theories of adult learning and active engagement.
- Be research based, using what is known about change to sustain implementation.
- Focus on specific goals and align outcomes with existing educator and student standards.

The Professional Development Plan utilizes outside experts in their field, resources such as textbooks and materials from renown professionals and researchers and always has additional components in place for follow up training with the same provider. In addition, coaching and monitoring is implemented by outside providers to ensure fidelity in the learning and application phase of the Professional Development provided. External stakeholders are invited to join in our learning to help align programs. The School has several scheduled in-service days. The Professional Development aligns with best-practice standards for educator development.

Building level staff meetings are held on a weekly basis to analyze data and discuss best practices. Teachers will participate to the fullest extent in all activities and activities. Professional Development will occur 3 times per year for overall review of data, curriculum, differentiation, and subject matter work. Building level training will be based on the Classroom Walk-Through Tool which is to be completed once per month per teacher by the Director. This data is used to develop teacher specific training, and/or whole school training. The results of educator evaluations will also drive training for building teachers at the midway mark in December and then in spring for the following school year or summer sessions. Teachers with specific needs will be assigned online modules, conferences or additional mentoring. Schoology may also be utilized, which is an online learning, classroom management, and social networking platform that improves learning through better communication, collaboration, and increased access to curriculum and supplemental content. Courses or modules allow teachers to access online learning content at any moment and as a school this learning can be tracked and monitored.

Below is a schedule of professional development topics.
–August-New Teacher Orientation
–September-Performance Measures for Reading and Math
–October-Data and Standards within Edmentum
– January-Differentiation Educational Framework and Assessments
– February-Data Subject Area Teaching and Learning

Additionally, Edmentum offers professional development through their Educator Academy that provides training, tips, best practices, and avenues of connecting with Edmentum Learning and other educators. All of Oakmont's provided professional development correlates directly to the state content and professional learning standards. Professional development is embedded as an action step with adult implementation indicators and progress measures to work towards the reading and math SMART goals. All Oakmont schools have all participated in professional development, which includes the use of self-evaluation as a part of the evaluation system. Oakmont has issued a standardized Performance Matrix, based on a tool developed by General Electric under CEO Jack Welch, to all staff first for a self-evaluation. The purpose of the evaluation is to target and measure areas of growth and improvement for the coming year. The Performance Matrix is the basis for all hiring, firing, performance management, improvement counseling, and salary/bonus considerations. The model focuses on core values and allows evaluations to be direct, specific and evidence-based. The Performance Matrix encourages reflection, a dialogue with the team, and creates a common language in all Oakmont buildings and throughout the organization. The model offers self-evaluation and the Director evaluation. This evaluation is submitted to the building Director who compares the self-assessment against his/her assessment. Results are shared with each team member through a private conference. All staff complete their expectations in December and May/June of every year.

Completion of evaluation must be accompanied by a one-on-one meeting with the Director. Staff should complete the self-evaluation prior to the one-on-one meeting. Staff is expected to provide evidence to support ratings. Significant gaps between self-evaluation ratings and Director ratings should be the primary focus of the discussion during the meetings.

The changes to the classroom are monitored through the use of our Classroom Walkthrough Tool. Administrators and coaches use the tool to evaluate teachers on a regular basis (1-2 times per month) and provide them feedback with areas for growth identified. Additionally, it is an opportunity for teachers to regularly reflect on teaching and learning. This data is used to develop teacher specific training, and/or whole school training. The results of the evaluation also drives training for building teachers at the midway mark in December and then in the spring for the following school year or summer sessions. Teachers with specific needs are assigned online modules, conferences or additional mentoring.

Professional Development Plan for School Leaders	**6.3d**	**5) Describe how the school will *develop*, *implement*, and *evaluate* a differentiated professional development plan for school leaders informed by student data, curriculum needs,and continuous improvement.**

School leaders are provided professional development based on their individual plan created from their annual evaluation.

School Calendar	**6.3d**	**6) Provide the proposed school calendar, including how parents and students will be notified. It must be comprehensive with professional development and assessment days, vacation days, and number of hours the school will be in session.**

The proposed school calendar is attached and includes professional development and assessment days, vacation days, and number of hours the school will be in session. Parents and students will be notified of the school calendar as it is provided to families upon enrollment. The calendar is also sent home with the student at the beginning of the school year. The calendar is available in the school office and on the school website. A sample school calendar is enclosed as: School Calendar

Bell Schedule	**6.3d**	**7) Provide the school's proposed bell schedule(s). The bell schedule must incorporate all core and non-core content areas. The schedule must demonstrate common planning time for teachers. Please include the number of hours per day. If additional services are provided, such as after-school tutoring, include these on the schedule.**

The bell schedule is shown on the attached school calendar . The instructional time is 4.5 hours a day with 2 sessions per day.

6.3e Prevention and Intervention Policy

Appropriate implementation of interventions for students will result in the school meeting or exceeding requirements to :
(1) provide diagnostic assessment procedures,
(2) provide intervention services based on the results of the diagnostics,
(3) collect data regularly, and
(4) use the data to evaluate the effectiveness of the interventions.

Prevention and Intervention Plan	**6.3e**	**1) Describe a whole-child model for meeting students needs related to health, safety, engagement, personalized learning and prepared for success.** **2) Describe the school's multi-tiered educational services policy, plan and procedures to provide early detection and intervention for your at-risk (NOT identified special education students) experiencing academic and/or behavior problems, and address the needs of ALL students.**

Muskegon Covenant Academy is dedicated to identifying and providing support to students who are struggling academically, below grade level, or facing various challenges that impact their academic success. As mentioned earlier, MCA will use Branching Minds to track all data. To ensure compliance with applicable laws and regulations, including the Department of Education's guidance on learner support and addressing risk factors, the school has developed a comprehensive plan for identifying and serving such students. Here is an overview of the school's plan:

1. Identification of At-Risk Students:
Screening Assessments: The school will conduct regular screening assessments to identify students who may not meet benchmark expectations in core academic areas. These assessments may include reading, mathematics, and other relevant subjects.
Statewide Assessments: The school will closely analyze statewide assessment results to identify students who are not proficient in key content areas and may be at risk academically.
Grades and Academic Performance: Teachers will monitor students' grades and academic performance to identify those with failing grades or who are consistently performing below grade level.
Chronic Absenteeism: The school will track attendance records to identify students who are chronically absent, as chronic absenteeism is a risk factor for academic struggles.

2. Tiered Support System:
Tier 1: Universal Supports: All students will receive high-quality, evidence-based instruction as part of the school's core curriculum. Teachers will differentiate instruction to meet diverse needs.

Tier 2: Targeted Interventions: Students identified as at risk based on screening assessments, academic performance, or attendance will receive targeted interventions. These interventions may include small-group instruction, additional tutoring, and specific skill-building activities.
Tier 3: Intensive Supports: For students who continue to struggle despite Tier 1 and Tier 2 interventions, individualized plans will be developed. These plans may involve more intensive interventions, personalized learning plans, and collaboration with specialists, including special education staff when applicable.

3. Data-Driven Decision-Making:
The school will use data to drive decision-making at all levels. This includes analyzing assessment results, attendance data, and grades to monitor student progress and adjust support strategies as needed.
Regular data meetings and collaboration among teachers, counselors, administrators, and support staff will ensure a coordinated and effective response to students' needs.

4. Individualized Support Plans:
Students identified as academically at risk will have individualized support plans developed, outlining specific interventions, goals, and monitoring processes.Parent and guardian involvement will be encouraged in the development and implementation of these support plans.

5. Professional Development:
The school will provide ongoing professional development to teachers and staff to ensure they have the knowledge and skills necessary to implement evidence-based interventions and support strategies effectively.

6. Family Engagement:
The school will actively engage with parents and guardians to inform them of their child's academic challenges, progress, and opportunities for support. This includes regular communication, parent-teacher conferences, and workshops on how to support their child's learning at home.

7. Compliance with State Regulations:
The school will adhere to all state laws and regulations governing the education of at-risk students, including any requirements set by the Department of Education.

In summary, MCA is committed to identifying and serving students who are academically at risk or facing challenges that impact their learning. The school's plan is designed to provide tiered supports, data-driven decision-making, individualized support plans, professional development, and family engagement to ensure that all students have the opportunity to succeed academically. This plan reflects the school's dedication to addressing the diverse needs of its student population and ensuring equitable access to quality education.

6.4a Goals and Performance Indicators

The school will be required to show progress toward meeting the goals established in its school improvement plan. The school improvement plan will be reviewed at monthly board meetings and updated as needed. Revised plans will be submitted to the Sponsor.

The goals and strategies listed below were adapted from MCA's previous school improvement plan, which was in place before the school was under Oakmont management. Oakmont will work continuously with MCA to refine their goals and strategies to align with Michigan laws and initiatives, as well as our model.

Our goal is to have a guaranteed and viable curriculum in place for each content area class thus increasing the rate of students passing classes thus improving on graduation rates and moving students to a post-secondary plan.

Goal: MCA will consistently work to increase graduation rates.

Strategies:
1) Implement evidence-based curricula consistently across all content areas, and by providing support, scaffolding, and accommodations appropriate to each student's needs.
2) Personalize learning environments for students in ways that support their unique needs, as well as engage all students in high-quality group lessons and social-emotional programs or activities at the school level to build a culture of empowerment and excellence.

Initial Data Analysis:
MCA services a population of students who, historically, do poorly in school not only because of accumulated lack of school attendance, which is often the case for our students, but rooted in situations students experience outside of school that do affect their attendance, their background knowledge, and their overall performance in school. Barriers to student success in school can include homelessness, trauma, food instability, and being in the foster system. Students frequently come to MCA behind in credits and off-track on their graduation cohort. We know we cannot directly control what students experience outside our building, but we can control what opportunities and resources we provide them while they are with us. Because students are often already behind and have inconsistent gaps in their learning, a high-quality curriculum which is able to support teachers in filling in those gaps is crucial.

Initial Initiative Inventory and Analysis:
In previous years, MCA has moved the school to a termed schedule with students taking 2 classes a term. Initial data show that more credits are being earned each year. A math and reading intervention program is in place, but will be re-organized according to the Oakmont model described above, in section 6.3b.

Gap Analysis:
In the past, the state of Michigan has required that we provide crosswalks for all of our classes. Edmentum already has these resources, which can be found in section 6.3b 4). We also have struggled in the past to implement consistent math and literacy intervention programs, which will be improved under Oakmont management, as they already have systems in place for those interventions. Oakmont has always used the Michigan MTSS model and will align practices for intervention into previously established processes.

District Data Story Summary:
Our data show that our students are very mobile, consistent attendance is lacking for a majority of the students, and progress is hard to monitor in terms of assessment data because of lack of engagement of students in assessments - NWEA and state testing. Currently, the most common way that data is being collected is by looking at the number of credits towards graduation that students earn. NWEA data is also collected to assess reading and math, but data is sporadic because of engagement. With the adoption of the Oakmont model, we hope to gain consistency in data-collection so we can make accurate decisions based on that data.

One strategy MCA has used previously is to focus on a "Mission Team" and an "Academic Team" among the staff. The Mission Team works with the community, families and the students to help them break down any barriers to their attendance and engagement in school. The Academic Team evaluates student performance. Both teams support one another, but should continue to increase their collaboration and communication in order to provide a true streamlined and holistic experience for students in accordance with MTSS.

Analysis:
Root Cause Five Whys

–Student attendance and engagement is poor. –Why?
–Students are transient, face barriers, have trauma and are often just trying to survive. School has been difficult for some students, so it is avoided. Why?
–For some, there may be an undiagnosed disability; however, the overlying "why" is because many students come with a background of extreme barriers that they have had no control over. The communities our students reside in are often high poverty areas with elevated levels of crime.

Challenge Statement: MCA needs to adopt the Oakmont model, the Edmentum curriculum, and a specific process for intervention when students struggle (MTSS). MCA needs to also allocate resources to address gaps in student learning and focus on both remediation, progress and engagement in content areas, and supporting the needs of the whole child with a holistic approach to their education.

6.5 Assessment Plan

The Assessment Plan should enable the school to make an accurate reference as to what students should know and be able to do. It should align to the desired learning outcomes of the curriculum.

Nationally Normed Assessment	**6.5**	**1) Schools should identify and utilize at least one nationally normed standardized testing tool. It is mandatory that the assessment be administered a minimum of twice per year and the administration should be identified on the school calendar. Which Nationally Normed Assessment will be used? Discuss rationale for assessment selection and the relationship to Student Growth Measures.**

The School shall assess student achievement and needs using the state mandated nationally-normed assessment in all program areas in compliance with State Law, the rules adopted by the State Board of Education and the Charter. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and educational achievement goals of the School.
Oakmont Education uses NWEA MAP to collect diagnostic and growth data on student learning in Math and Reading. The Instructional Planning Student Report provides information to teachers and school staff on student percentile, instructional reading level, zone of proximal development, lexile, and aligned suggested skills. Additionally, MAP designates some skills as important “focus skills,” so that staff working with students can develop instruction that targets the most impactful skills for students to improve. This report will also designate students as “Urgent Intervention,” “Intervention,” “On Watch,” and “At/Above Benchmark,” so that administrators and teachers can use this data as part of MTSS teams, targeted school-wide and small-group interventions, and more specific, individualized intervention for students who need it.

Michigan's Required Assessments for Students	**6.5**	**2) All required state assessments must be included in the school's assessment blueprint and calendar. Confirm use of specific state tests, how the data will be collected and distributed to Board of Directors, staff, students, parents, and how the results will impact professional development goals and strategies. These may include required grade level state assessments, End of Course Exams, Industry Credentialing, ACT/SAT, WorkKeys, and ELL exams.**

The School shall administer all State-mandated tests to students at the times designated by the State Board of Education. "Achievement tests," for the purpose of this Policy, are defined as those aligned with the Michigan academic content standards and model curriculum, designed to measure a student's level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Michigan graduation requirements. The School will administer the required state tests, if applicable, as well as end of course exams and Renaissance Learning STAR Reading and Math assessments in accordance with the established testing window by the Michigan Department of Education.

The following assessments are required by the Michigan Department of Education. More details can be found on their Student Assessment site.

Formative Assessments	**6.5**	**3) Describe the process for developing formative assessments that includes gauges of all learning domains (social-emotional), sharing data across grade levels and with students and parents, and how results will impact instructional strategies, practices, materials selection and professional development.**

For subjects where traditional assessments are not an option, the school has established a process to create locally determined measures, including student learning objectives, to measure student progress. The measures for student learning objectives may include district-approved, locally developed assessments, pre/post assessments, performance-based assessments, and portfolios. Rubrics will be established to set expectations, improve student work, and provide feedback to students about their work in specific areas of a project. Teacher developed summative assessments such as quizzes, tests, and classroom-based assessments provide a variety of information about students' abilities, progress, and needs. The assessments are designed by teachers based on classroom and student needs; and School, class, and student goals. The variety of formats, which may include, but is not limited to multiple choice, short answer, essay, etc. Informal assessments such as running records are used to inform and improve instruction. Designed by teachers, the assessments are based on classroom and student needs.

Authentic assessments, such as project work is used to inform and improve instruction, and provide students with feedback to help them reflect on their current standing and needs to meet the expected goals. Designed by teachers, authentic assessments are based on classroom and student needs as well as School, class, and student goals. YouthBuild Columbus Community School also uses summative data assessments to produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices. Summative assessment data that is collected at the end of a chapter, unit, or course is obtained through tests, projects, term papers, and student portfolios. The data collected from these types of summative assessments is used to guide our efforts in developing alternative assessments, differentiating instruction, and providing additional academic support in the areas in which students show weakness.

Edmentum comprehensive courses and tutorials provide teacher-scored and computer-scored formative and summative assessments integrated throughout each lesson to reveal student understanding through the learning process. The embedded assessments are specifically designed to test students at various levels of Bloom's Taxonomy and Webb's Depth of Knowledge (DOK).

In order to provide teachers and administrators with actionable data to use to support student learning, student knowledge is assessed regularly in Edmentum comprehensive courses and tutorials with items similar to Michigan Learning Standards and via the following categories of assessments:

- Pretests, available for tutorials and for courses with prescriptive features, assess student mastery of content and create individualized learning plans that direct each student to the relevant material yet to be mastered. In courses, the threshold for achieving mastery can be specified by the teacher.
- Unscored formative assessments provide students with immediate feedback, allowing them to check their own understanding before continuing. In Courses, these are interactive self-checks integrated into the instructional content. There are several interactive self-checks in each study

activity. In Tutorials, Try It activities are inviting, no-stakes assessment for practice and application that provide immediate feedback to reinforce learning.

- Unit level diagnostic assessments allow students to assess their understanding of the contents of a unit before either attempting the unit or taking the unit test. These tests can be utilized diagnostically at the beginning of the unit to help determine grade level of student.
- Scored formative assessments provide students with feedback regarding their understanding of the material as they progress through a course. In Courses, computer-scored quizzes provide students with immediate feedback. Teacher-scored formative assessments include practice problem sets, journals, and discussions. In Tutorials, Test It activities are low-stakes opportunities to test student understanding.
- Scored summative assessments in Courses are taken at the end of each unit and semester requires students to demonstrate their mastery of the material. In addition to computer-scored assessments, Edmentum Courses include subjective, open-ended, teacher-scored assessments to fully address standards and evaluate the higher order and critical thinking skills associated with the higher levels of Bloom's Taxonomy and Webb's DOK. In Tutorials, the posttest for each unit assesses student knowledge and serves as a gauge for teachers to evaluate student progress against the standards. All Edmentum assessments are intentionally designed to meet the requirements of the Michigan Learning Standards. Test items represent the variety of item types expected on state standardized assessments. In addition to computer-scored tests, students demonstrate academic proficiency in performance tasks through teacher-scored assessments. The assessments offer remediation as needed and provide summative assessments that include both objective and extended response items. The assessments present information in multiple formats (text, audio, images, video, interactive media, manipulative tools, graphs, charts, diagrams) to address individual learning styles.

"Diagnostic assessments" for purposes of this policy are defined as those aligned with Michigan academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but not limited to, teacher observation, exit tickets, Edmentum assessments, cumulative student records, and/or student performance data collected through standard testing programs. Any student receiving special education services may be excused from taking any particular test required if the individualized education program ("IEP") developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test.

Non-Academic Measures	**6.5**	**4) Describe non-academic measures such as parent and student satisfaction surveys, student interest surveys, etc. that might inform school practices and program effectiveness.**

Surveys- Parent: The School is committed to ensure that the communication received from parents is handled effectively. In the Fall and Spring, parents will be asked to complete a comprehensive satisfaction survey designed to assist the school in assessing areas where improvement may be necessary. The survey gives our teachers and leaders critical feedback that will lead to increased parent satisfaction. Parents are also afforded the opportunity to provide

feedback during parent-teacher conferences, parent-teacher organization meetings, and during their attendance at Board meetings. Feedback on all aspects of school operations is welcome.

Surveys- Student. Additionally, the school will measure and evaluate other non-academic statistics including year-to-year student enrollment figures, student daily attendance averages as well as student surveys. As the School pursues the mission, it is important to seek and maintain the feedback of our primary stakeholder, the students. Monitoring student opinions about academic progress, environment, teachers, climate, support structure, and the academic program provides the data needed to provide an optimal academic model. Information from surveys assist leadership and teachers in making decisions about how to adjust the services and programs offered to assure that each student is performing to his or her maximum potential. Listed below is an example of a student survey that may be used. Teacher. The school goal is to continuously provide an environment that supports teaching. To assist in gauging this measure, statistics will be gathered and evaluated from an annual teacher survey.

Edmentum Student Survey: The curriculum chair and academic coaches have developed a learning survey to collect data from the students being served by Edmentum in order to inform instruction. The results will assist teachers develop strategies for specific learning targets connected to and relevant as preparation for the end-of-course lessons and for improving the Edmentum coursework. Strategies will be developed and guided by identified areas that need the most growth based upon end-of-course strand analysis data from the previous school year. Results will be evaluated in comparison to the length of time a student had between receiving instruction in the course and taking the end-of-course assessment. The school will also evaluate the results in comparison to students who participate in tutorials in preparation for end-of-course work compared to those students who are not enrolled in tutorials. Data will also be analyzed across all schools to seek differences at a specific school in order to develop an enhanced learning experience that best serves all students.

Diverse Measures of Student Performance	**6.5**	**5) Identify diverse ways to measure student performance beyond standardized assessments that include tools such as student portfolios, capstone projects, presentations or performance-based assessments.**
Oakmont Education schools will evaluate all students against their individualized plan developed at the start of the school year.		

8.1 Organization and Staffing

Personnel and understanding of roles and responsibilities are critical for successful school operation. Please provide strong evidence and specific details to address the items below.

Organizational Chart	**8.1**	1) **Provide the school's organizational chart with clear identification of all positions including fiscal officer, EMIS and Management Company (if applicable).** **2)**

See Attachment :Muskegon Covenant Academy Org Chart		
Roles and Responsibilities	**8.1**	**2) Describe the roles and responsibilities of school staff aligned to the organizational chart and mission, vision, and philosophy of the school: a) administrative, b) teaching, c) specialized, d) contracted services (i.e. speech and language pathologist, school psychologists, etc.), e) other. *Please only include job titles.***

Job Descriptions for all positions can be found here.

School psychologists provide direct support and interventions to students, families and other school professionals; work with school administrators to improve schoolwide practices and policies; and collaborate with community providers to coordinate needed services.

Speech-language pathologists (SLPs) work to prevent, assess, diagnose and treat speech, language, social communication, cognitive-communication and swallowing disorders in children. In addition, speech-language pathologists provide training and education to families, caregivers and other professionals. Additionally, they provide counseling, consultative services and work collaboratively with professionals in the educational arena to determine supports and services for the whole child.

Recruitment and Retention Plan	**8.1**	**3) Describe the plan to recruit, retain and train highly qualified personnel.**

Recruitment The School is committed to making hiring decisions that are based on finding the best possible, highly qualified teachers that conform to the School mission, vision and goals. The School seeks to recruit qualified candidates that reflect the demographic profile of the students and places job postings in target community areas with diverse populations. In the process of hiring, qualified candidates are screened by a building level team that typically includes the Director, Assistant Director, and a similar content area instructor, if possible/applicable. Candidates are interviewed and evaluated using a common interview questionnaire and the individual results of the interview team are compared. Candidates are asked to provide references upon interviewing, which may be contacted for further input either before or after the first formal interview. Before offering a position to a candidate, likely hires are asked to tour the building and shadow for at least one academic session. This real-time interaction better ensures that the candidate is a good fit for the position as the candidate can examine how the school operates while the leadership team can observe how the candidate interacts with students and other staff. This strategy has proved to be effective with numerous recent hires. All candidates and hires are evaluated to determine if they can adequately meet the requirements of the position outlined in the above sections. These descriptions were compiled by representatives of the charter management organization and appropriate building leadership representatives. Additionally, all teaching hires must have a valid Michigan teaching license, and all employees must possess a clean FBI, BCII background checks completed before taking the job.

Retention: To retain high quality personnel, the school is committed to utilizing professional development programs that are appropriate for our model of teaching. As most professional development programs are designed for the traditional setting, the School will often adapt ideas from existing models to emphasize the core needs. Typically, professional development focuses on improving leadership skills for teachers, modeling best practices for our students, and mentoring. The weekly teacher-based team meetings and Response-to-Intervention meetings serve as building level PLCs. These meetings focus on best practices and integration of strategies for students who are not meeting expectations. Teachers will update and continue to communicate regarding at-risk students via email and informal conferences until student expectations are met. Generally, the team utilizes the Check-And-Connect model, a research-based intervention strategy, to monitor student progress. Monthly Building Level Leadership Team meetings reserve time to discuss any outstanding student issues. Further, members of the Building Level Leadership Team, in conjunction with the LPDC building chairperson, meet regularly with all teachers whose licenses fall under the Residency Program for new educators. Additional support and information for any teachers under these residency license requirements is available through the compliance consultant employed by the charter management organization. All teachers whose licenses fall under the residency license requirements will be provided with a trained mentor that follows the protocols for the Resident Educator Program. The charter management organization looks to guarantee the quality of teachers in each of its building through regular formal and informal personnel reviews. The charter management organization has issued a standardized performance matrix which is distributed to all staff first for a self-evaluation. This evaluation is submitted to the building Director who compares the self-assessment against his/her assessment. Results are shared with each team member through a private conference. The purpose of the evaluations is not to be punitive, but to target and measure areas of growth and improvement for the coming year. All staff members are hired at competitive salaries with the opportunity to participate in a sound health insurance program and make contributions to a retirement program. Staff members are also encouraged to maintain open lines of communication with the building administration. The school practices an open-door policy where the building leadership avail themselves to staff to discuss any suggestions or concerns that could help improve the School and its students.

The School will create a safe, technology rich environment that provides exceptional teachers and leaders for all students. The School will ensure that low income and minority students have equitable access to excellent educators. To prevent “ineffective teachers,” throughout the school year, instructional staff will be engaged in High Quality Professional Development activities focused on our instructional methods, data driven decisions based upon formative and summative assessments, and Response To Intervention team. Teachers will engage in leadership opportunities throughout the building in order to promote commitment to the School and the students. To counteract the draw to teach at an independent or wealthy suburban school district, teachers will also be offered competitive bonuses based on student growth in math, reading, science, and social studies; overall academic skills; and overall commitment to the values of the organization. As stated above, opportunities to earn paid time off will be available. The School will provide early hiring timelines to help assure effective and qualified teachers are hired.

The School will engage in the search for experienced and Highly Qualified Teachers through avenues such as Job and Career Fairs focused specifically on highly qualified educators, online searches and recruiting methods, partnerships with local colleges and universities, and through word of mouth from our currently satisfied teachers. The School will utilize community organizations, minority civic and professional groups, and diverse media outlets to engage staffing applicants that reflect the minority population of the students.

Student/Teacher Ratios	**8.1**	**4) State the student/teacher ratios for the school. *Ratios can be no more than 29 students to 1 teacher (29:1).***
29 students per 1 teacher per session 29:1		
Staffing Plan for Projected Enrollment	**8.1**	**5) Describe the staffing plan (for the next 5 years) based on the projected enrollment and differentiate between certified teaching, para-teaching, and non-licensed staff.**
Current professional development and staffing budgets have the necessary resources allocated to ensure school leadership can hire and train a high quality staff. The staffing model is listed as an attachment.		

Muskegon Covenant Academy
125 Catherine Ave
Muskegon, MI 49442

High School Curriculum Guide

2024-2025

v.2 - Updated 9/2024

Mission Statement

The Muskegon Covenant Academy (MCA) provides dropout youth, ages 16-22 years, hope and the opportunity to earn their high school diploma. MCA believes that all students are valuable members of our community. MCA students will be guided by a caring, compassionate staff that will provide students with an academic foundation guiding them to post-secondary careers, training and college. MCA believes providing this foundation for our youth will prevent youth homelessness and incarceration. This will be done with absolute respect and unconditional love while offering hope and encouragement to all students.

Vision Statement

The Covenant Academies Foundation will fulfill its mission of providing educational opportunities to dropout youth who are at great risk. In the spirit of open enrollment, educational services will be offered to all youth who seek help, with a priority of concern and commitment to those for whom are most at risk and no other service is available. We will make every effort to work with their families when applicable. We will collaborate with kindred community agencies and associations and actively participate in community efforts to improve the life situations of our students. We will advocate with and on behalf of our youth to raise awareness in the community that all children and youth have the right to pertinent education, and to love, respect and genuine concern. Our individual and shared philosophy will permeate all our activities in the pursuit of our mission.

Core Values

1. We believe all students in our community who have disengaged, and left school deserve a chance at growth opportunities that may lead to a high school diploma and a more secure life.

2. We believe our mission is to take in students as they are and through unconditional love and absolute respect help them grow emotionally and academically.

3. We believe retention, academic achievement, and personal growth along with individual and achievable goals will help our students live more productive lives.

4. We believe our staff provide an environment that manifests growth and breaks down barriers in order to prevent homelessness and incarceration.

5. We believe in collaborating and working in partnership with community agencies and associations to improve the quality of life for our students.

6. We believe in providing year-round educational opportunities that build trust, provide hope, and develop a support system for each individual student.

Instructional Delivery Method

Muskegon Covenant Academy serves students 15-22 years of age and offers a high school diploma upon meeting the academy's graduation requirements. Typically, all the students have entered the ninth grade at a previous school or schools and have since dropped out. The profiles of the students entering MCA range from students with 9th grade through 12th grade credits and a variety of ability levels. Students will earn credits toward a high school diploma by meeting the requirements of the Michigan Merit Curriculum (MMC).

MCA uses a blended learning model of instruction to address the individualized learning needs of our students. The flexible school schedule is designed for students to pursue their high school diploma and their need for strong communication and relationship skills necessary for the world of work and a successful life. Our approach to education is twofold. MCA uses the Canvas Platform which is a Learning Management System (LMS) that allows students to work at their own pace and potentially at a time that fits their schedule. The second part of our education model is teaching, learning and engagement through direct instruction, lessons and activities in the classroom. These lessons may be in addition to, or instead of, the lessons in Canvas. All instruction is delivered by certified, content area teachers who individualize and customize instruction according to the needs of the student. At times, this instruction will take place in a face-to-face setting, other times this might be live-streamed and recorded to be available to all students online through a teacher's Google Classroom or Canvas. Research shows that students engage more and learn best through in-person instruction that is designed to meet students' needs, address gaps in learning, is hands-on, and is stimulating. Whenever possible, instruction will also address post-secondary training, including Career/Technical training facilities in the local community. In addition to instruction, all staff members, not just teachers, are trained to support the social, emotional, safety, and well-being of each student. Learning cannot happen if basic needs are not being met.

MCA is committed to offering its students the highest quality education on the most convenient and easy to use platform. Our curriculum is designed by StrongMind to help students gain the knowledge and thinking skills they'll need for life, work, and post-secondary education. To ensure that each student reaches his or her full potential, teachers structure classes so students are being taught the most important concepts while also blending self-paced learning to assist in mastery.

StrongMind Curriculum

Muskegon Covenant Academy uses the curriculum provided by StrongMind. StrongMind specializes in blended curriculum where students are provided with robust instructional activities informed by research and best practices. StrongMind couples pedagogically sound practices with rigorous content to provide an engaging and meaningful educational experience designed to equip students with the knowledge and skills necessary for them to achieve their full potential as adults. Both the asynchronous and synchronous instruction is designed to promote deeper learning that can be applied across situations to allow students to be successful in education, work, health, and other life contexts. The courses offered by StrongMind include activities, such as project-based learning, that foster the metacognitive and interpersonal competencies students need to become lifelong learners and gain important skills necessary for collaboration and

communication. Universal Design for Learning (UDL) researchers recommend using mastery-oriented feedback to increase engagement and motivation to emphasize effort and practice rather than a fixed notion of performance. As students engage with the online portion of the StrongMind curriculum, they receive immediate and specific feedback as they complete practice and assessment activities. Through the use of targeted, response-contingent feedback, students learn not only if their answer is correct or incorrect, but why. StrongMind courses utilize UDL principles to address variability in learners, reduce barriers, and create a digital learning environment that is usable to as many students as possible. In offering students multiple means of representation, action and expression, and engagement, StrongMind provides a learning approach that offers flexibility in the ways students access learning material, engage with it, and demonstrate what they know. Tools embedded within the courses also allow instructors the flexibility and control they need to provide students with the individualized support they require to ensure success.

Reading and Math Proficiency

Muskegon Covenant Academy recognizes the immense impact reading and math proficiency have on a student's future success. For instance, students who are not proficient in reading by the end of 3rd grade are more likely to experience attendance, behavior, and course completion challenges. These challenges are predictors of grade retention and dropping out in later years. MCA provides both math and reading intervention for students who need additional assistance to improve their basic skills. MCA has a goal that, upon graduation, each student will successfully demonstrate 9th grade reading and 7th grade math proficiency. Reaching this goal will help to ensure students have the necessary skills to transition successfully to post-secondary opportunities. While math and reading intervention are available to all students at school, MCA specifically schedules students for Recovery classes, based on proficiency levels determined through a skills assessment at enrollment, which will provide additional reading and/or math support and intervention.

Graduation from Muskegon Covenant Academy

1. Graduation from Muskegon Covenant Academy implies that students have satisfactorily completed an approved course of study, have met the requirements laid forth via the Michigan Merit Curriculum and have passed any examinations and/or other requirements established by the school district.

2. It is the responsibility of the Director of Academic Progress and School Leader to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.

3. Students are grouped into grades 9-12 by the amount of credits they have earned. The movement of students through the curriculum will be based strictly on their individual progress through the earning of credits.

4. The Career Planning and Work Readiness Class is a required class for graduation. Any other similar course that is taken through a community agency in partnership with MCA, must be

successfully completed to fulfill this requirement. Students will be expected to successfully complete the course work as well as the Final Portfolio. If a student has successfully completed a similar course, based on their transcript, they will only be required to complete the Final Portfolio (as determined by school administration).

5. Muskegon Covenant Academy requires 19 credits to graduate. Of those, 18 credits are courses set forth from MDE through completion of the Michigan Merit Curriculum. The remaining 1.0 credit is earned from successful completion of a reading and math proficiency course. *(see below for more information)*

State of Michigan Graduation Requirements

19 Credits are required to earn a Muskegon Covenant Academy Diploma

One credit is the equivalent of two semesters (0.5 credits for each semester)

SUBJECT AREA	DESCRIPTION	PERSONAL CURRICULUM (PC) MODIFICATIONS*
English Language Arts (4 credits)	1 credit in each grade (9^{th}, 10^{th}, 11^{th}, 12^{th})	No modification
Mathematics (4 credits)	1 credit in Algebra 1 credit in Geometry 1 credit in Advanced Algebra (Alg.II) 1 credit in a math or math-related course *(The below .5 credit in Personal Finance can also be used to fulfill .5 of this 1 credit)* .5 credit in Personal Finance (*beginning with the 8th grade class starting fall 2023)* ❖ A math or math-related course is required in the final year of high school	Complete 3.5 math credits Complete a math or math-related course in final 2 years of HS Modify Advanced Algebra credit if: ❖ Complete just ½ credit of Advanced Algebra ❖ Complete a CTE program with same content as Advance Algebra ❖ Complete ½ credit of statistics, functions and data analysis, or technical math
Science (3 credits)	1 credit in Biology 1 credit in Physics or Chemistry 1 credit in any science, computer science or Career & Technical Program (CTE) (regardless of content)	No modification

Social Studies (3 credits)	1 credit in U.S. History 1 credit in World History .5 credit in Government .5 credit in Economics	No modification until 2 credits of Social Studies completed No modification of Civics Exchange 1 credit of social studies (not Civics) for an additional credit in English, math, science, or world language Exchange 1 credit of social studies (not Civics) for a CTE program
Physical Education and Health (1 credit)	.5 credit in Physical Education .5 credit in Health	Exchange ½ credit of Physical Education for additional credit in English, math, science, or world language Exchange ½ credit of Physical Education for a CTE program No modification of Health
Visual, Performing, Applied Arts (1 credit)	1 credit in Visual, Performing, and Applied Arts (VPA)	Exchange 1 credit of VPA for additional credit in English, math, science or world language Exchange 1 credit of VPA for a CTE program
World Language (2 credits)	2 credits in a World Language ❖ 1 of the 2 credits may be earned through a CTE Program. ❖ 1 of the 2 credits may be earned through an additional VAPA credit.	No modification
Online Learning Experience	One experience or multiple experiences incorporated into one	No modification
Reading Proficiency	.5 credit in reading proficiency	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.
Math Proficiency	.5 credit in math proficiency course	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.

*Additional modifications may apply to transfer students who have completed two years of high school.

High School Graduation Requirement for World Language
Meeting the Requirement and Verifying Proficiency

Muskegon Covenant Academy uses the following criteria to determine credit toward the world language and proficiency requirement:

Two Credits
Students may earn the two (2) world language credits by successfully:

- Completing two (2) credits in the SAME world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice High-level is equivalent to two (2) credits or two (2) semesters in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic year in which classes were conducted in the language for which credit is sought.

One Credit
Students may earn the one (1) world language credit by successfully:

- Completing one (1) credit in a world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice Mid-level is equivalent to one (1) credit or one (1) semester in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic semester in which classes were conducted in the language for which credit is sought.

Language Options
Students may fulfill the world language requirement using any of the following options:

- Languages that are both written and spoken (e.g., Spanish and French)
- Languages that are no longer spoken (Latin)
- Other languages as available (e.g., American Sign Language, Arabic, Japanese, Mandarin)

Testing Out Procedure

In compliance with the Michigan School Code, Muskegon Covenant Academy will allow students to "test out" of a subject area for credit. To test out, a student must exhibit mastery of course content by attaining a grade of 80% or better on a comprehensive final examination. Because some end of the year exams do not serve as comprehensive measures of mastery of skill and/or content, the student may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performance, papers, projects, and/or presentations.

The following requirements will apply to the testing out procedure:

1. Credit earned will be based on successful mastery of the required assessment and recorded as "CREDIT" (CR).
2. The grade will not be included in the computation of the grade point average.
3. Credit will be accepted as fulfillment of a requirement in a course sequence.
4. Once credit is granted by "testing out", a student may not receive credit for a lower course in that course sequence.
5. Credit toward fulfillment of graduation requirements will be granted for successful achievement of 80% or better on the final examination and/or completion of additional assessments mentioned above.

It is the discretion of the school to determine if test out requests are given on specific dates throughout the school year or are completed on an as needed basis. Specific dates for "testing out" will be published in advance. Students may request a course syllabus and course outcomes to prepare for the examination and/or additional assessments.

NCAA eligibility may be affected by choosing the Testing Out option.

Postsecondary (Dual) Enrollment

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all the following conditions are met:

1. Students are in grade 9 through 12

2. Students can qualify for dual enrollment by taking one of the following assessments:

3. Students must be enrolled in both Muskegon Covenant Academy and postsecondary institutions during MCA's regular academic year and must be enrolled in at least one high school class.

4. MCA must not offer the college courses. An exception to this could occur if it is determined that a scheduling conflict exists, which is beyond the student's control.

5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education; must be at least three (3) college credits; and are offered for credit at the college.

6. MCA provided Advanced Placement (AP) classes qualify as post-secondary options available to students and must be completed prior to eligibility for a post-secondary course in that subject matter at a separate post-secondary institution. Situations may exist for school administration to consider exceptions based on post-secondary curriculum goals.

7. Michigan Merit Curriculum content expectations for post-secondary coursework must be determined to meet MMC requirements to be eligible for completion of the MMC graduation requirements. However, students may concurrently be enrolled in like post-secondary subject matter if the student meets all other eligibility for dual enrollment.

8. School districts are required to pay the lesser of:

a. the actual charge for tuition, mandatory course fees, material fees and registration fees; or

b. that state portion of the students' foundation allowance adjusted to the proportion of the school year they attend the postsecondary institution.

If you have any questions about Dual Enrollment, please contact the Supervisor of Academic Progress. Without approval, the student assumes the financial responsibility for the course(s).

Please refer to the following website for additional information as it relates to Postsecondary Dual Enrollment Options:https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html

NCAA eligibility may be affected by choosing the Dual Enrollment option.

Dual Enrollment Readiness
Qualifying Assessments and Scores 2022-23

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530
AP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

Please note: For the 2020-2021 school year student may qualify with a GPA. of 2.5 or higher.

**There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

**This is the most recent set of qualifying scores released from MDE*

Class Standing According to Credits Earned in the Core Areas

Class Standing	Grade Level	Credits Earned Range
Freshman	Ninth (9)	0-4.5
Sophomore	Tenth (10)	5.0-9.5
Junior	Eleventh (11)	10-14.5
Senior	Twelfth (12)	15-19

Title 1 Schoolwide Programming

Muskegon Covenant Academy receives supplemental Title I federal funding to support all students struggling academically. Muskegon Covenant Academy recognizes the importance of parental involvement in the educational process. Parents and students are invaluable partners in our mission to prepare students for high school graduation. We encourage all our parents to participate in activities such as our annual Title I Meet Up, Orientation, quarterly conferences (subject to change), and MiCIP. An Annual Title I Parent Meet Up is held in compliance with ESSA laws at a convenient time, allowing parents to learn about the school's program and their rights as partners in their child's learning. Parents will be asked to review requirements and their right to be involved in Title I programs. Parents will be invited to communicate with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement Policy over the course of two weeks following the Annual Parent Meeting. The Title I Coordinator will send a follow up survey after the Annual Title I Parent Meeting. The survey will provide parents an additional space for sharing suggestions in writing.

Special Education

Muskegon Covenant Academy meets the individual needs of students by using specially-designed instruction with a standards-based curriculum. Frequent assessment of student progress is necessary. We deliver special education programming and related services to MCA students with disabilities at no cost to the parent, guardian, or student. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

Under the Individuals with Disabilities Act (IDEA), Michigan outlines the legal guidelines for procedures involving programs and services for eligible students from birth to 26 years of age. Child Find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 26, who need early intervention or special education services. In addition, Muskegon Covenant Academy makes the assurance that students with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these

students with a free, appropriate, public education.

504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria for special education may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Students are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

If you have questions about your students 504 Plan please contact MCA's School Leader.

English Learners (EL)

Muskegon Covenant Academy will increase English proficiency of English Learners (EL) and meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically based research and demonstrate the effectiveness of English proficiency and achievement in the academic content area. In compliance with state and federal law, any student identified as an English Learner will be identified by Muskegon Covenant Academy and will be supported accordingly. If you are an EL student, you are required to take state mandated WIDA testing at a designated testing site. MCA has EL support, students may be required to meet with that support staff weekly.

Online Addendum

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.

Assessments

Muskegon Covenant Academy believes that both formative and summative assessments are critical to measure academic growth and development. Results from assessments inform decisions regarding programming, where to focus instruction, and analyze individual student progress. The following assessments are a requirement for all students:

MME: Michigan Merit Exam

- The MME assesses students in grade 11 and eligible students in grade 12 and consists of the SAT plus Writing, the ACT WorkKeys, and the M-STEP.
- Students in grades 9 and 10 will be administered the PSAT 9/10.
- Muskegon Covenant Academy bases the grade level on credits earned.
- The MME is state mandated and required by MDE.

- Students must take all portions as directed by MDE to comply with this requirement.
- All tests within the MME will be administered during the school day, within a testing window of dates designated by MDE.

WIDA: English Proficiency Assessment

- All students grade 9-12, as determined by credit count, in our English Language Learner (EL) program.
- Administered through an online platform, in person, in the early Spring.
- Measures students' English proficiency as well as their comprehension of academic language.
- MDE mandates that all EL students test every year until his/her scores meet the criteria to exit the EL program.

NWEA: Northwest Evaluation Assessment

- All grades 9-12 as determined by credit count.
- Administered a total of 3 times per year – Fall, Winter, and Late Spring.
- Measure's student growth and achievement in the areas of reading and math.
- Data used to prescribe individualized instruction for students.

Muskegon Covenant Academy

COURSE OFFERINGS

StrongMind Curriculum

Course Overview

MATH

4.0 credits required

Course Name	Credits	Grade Level	Duration	Meets MMC Reqs	Prerequisite
Algebra 1 *(Honors also available)*	1.0	9-12	One Year	Algebra 1	None
Geometry *(Honors also available)*	1.0	9-12	One Year	Geometry	Algebra 1
Algebra 2 *(Honors also available)*	1.0	9-12	One Year	Algebra 2	Geometry & Algebra 1
Extended Algebra 2	2.0	9-12	Two Years	Algebra 2 **&** 4th Year Math Requirement	Geometry & Algebra 1
Financial Mathematics	.5	9-12	One Semester	Personal Finance Requirement **&** .5 credit of 4th Year Math Requirement	Algebra 1
College Preparation Mathematics	1.0	11-12	One Year	4th Year Math	Algebra 1 & 2 and Geometry
Consumer Math	1.0	9-12	One Year	4th year math	Algebra 1
Personal Finance	.5	9-12	One Semester	4th year math	Algebra 1
Applied Mathematics	0.5	9-12	One Semester	4th year math	Algebra 1
Pre-Calculus	1.0	9-12	One Year	4th year math	Algebra 1 & 2 and Geometry
AP Calculus	1.0	11-12	One Year	4th year math	Algebra 1 & 2, Geometry, Pre-Calculus and teachers recommendation

AP Statistics	1.0	11-12	One Year	4th year Math	Algebra 1 & 2, Geometry, and teachers recommendation

Algebra 1 *(Honors Algebra 1 also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Math 8 or equivalent

Course Description

First Semester: This course explores the application of properties to simplify expressions with exponents and radicals; relationships between rational and irrational numbers; solving linear equations and inequalities; applying knowledge of linear equations and inequalities to solve and graph systems of linear equations and inequalities; applying operations on polynomials; factoring quadratic expressions; and solving quadratic equations using different methods.

Second Semester: This course explores the analysis of different types of functions presented as equations, graphs, tables, and verbal descriptions; identifying key features applied to real-world problems; using key features to compare different types of functions; transformations of functions; statistics; interpreting and analyzing data sets; as well as causation and correlation.

Geometry *(Honors Geometry also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1

Course Description

First Semester: This course explores writing formal proofs and constructing geometric figures. Topics include: transformations to explain the concepts of congruent and similar figures, with a focus on the properties of congruent and similar triangles. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations.

Second Semester: The course explores writing formal proofs and constructing geometric figures. Topics include: slopes, midpoints, distance formula with a focus on their applications in coordinate proofs, theorems about circles and concepts related to circles; and two- and three-dimensional figures and probability.

Algebra II *(Honors Algebra II also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: This course explores solving quadratic equations with complex solutions and performs operations on polynomials; uses polynomial identities to solve problems; analyzes polynomial functions using different representations; solves polynomial equations graphically; works with rational functions; and performing arithmetic operations on rational functions to graph them.

Second Semester: This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle

to understand them, graphing sine, cosine, and tangent functions; and exploring key features to prove and apply trigonometric identities.

Extended Algebra 2

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: (Algebra 2a.1) This course explores solving quadratic equations with complex solutions and performing operations on polynomials, using polynomial identities to solve problems, analyzing polynomial functions using different representations, solving polynomial equations graphically, working with rational functions, and performing arithmetic operations on rational functions to graph them.

Second Semester: (Algebra 2a.2) This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graphing sine, cosine; tangent functions, and exploring their key features to prove and apply trigonometric identities.

Third Semester: (Algebra 2b.1) This course explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of function families.

Fourth Semester: (Algebra 2b.2) This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.

College Mathematics Preparation

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1 & Algebra 2

Course Description

First Semester: This course explores mathematics in real-life situations, such as investments and interest, calculating loans, and annuities. Topics include: comparing and contrasting solutions; interpreting results of calculations in context to a problem; calculating perimeter, area, surface area, and volume; converting units of measurement between different systems; and solving problems using exponential growth.

Second Semester: This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations. Topics include: distinguishing between sets, using Venn diagrams to solve applied problems, probability and permutations, statistics; and calculating and interpreting data.

Financial Mathematics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course investigates how to solve real-life problems, analyze current financial issues of taxes, loans, car leases, mortgages, and insurance. Mathematical processes are used to study patterns and analyze data, algebraic formulas, graphs, and amortization modeling.

Applied Mathematics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course examines how artists, video game developers, and musicians apply mathematical concepts to create; and how biologists use mathematics to measure the distances between cells and gain new insights about the body by applying concepts from geometry, functions, probability, and statistics.

Consumers Math

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1

Course Description

First Semester: This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. This semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping.

Second Semester: This course continues topics learned in the first semester and includes vehicle and home purchasing, investing, and business and employee management.

Personal Finance

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course is intended to prepare students to be successful financial citizens. They will learn their role and responsibilities as a responsible financial planner and saver as well as learn about the services, functions, and products of the financial industry. In addition, they will make informed buying decisions and understand personal taxation, wills, insurance, and contracts. Finally, they will learn about saving and investing as well as consumer credit and loans.

Pre-Calculus

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First Semester: In this course, students will understand and apply concepts, graphs, and applications of a variety of families of functions including polynomial, exponential, logarithmic, logistic, and trigonometric. An emphasis will be placed on use of Appropriate functions to model real-world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments and on examinations.

Second Semester: This course covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections, and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph

AP Calculus

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry, Pre-Calculus

Course Description

First semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational Approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

Second Semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

AP Statistics

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part A, students will explore: One-variable Data, Two-Variable Data, Collecting Data, Probability, Modeling probability, Sample Proportions and the Central Limit Theorem. Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

Second Semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part B, students will explore: Hypothesis Testing for Proportions, Testing Two Proportions, Hypothesis Testing for Means, Testing Two Means and Matched Pairs, Chi-Square Testing, Inferences About Slops Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

ENGLISH

4.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
English 9 *(Honors also available)*	1.0	9	One year	English 9	English 8 or equivalent
English 10 *(Honors also available)*	1.0	10	One year	English 10	English 9 or equivalent
English 11 *(Honors also available)*	1.0	11	One year	English 11	English 10 or equivalent
English 12 *(Honors also available)*	1.0	12	One year	English 12	English 11 or equivalent
AP English Literature & Composition	1.0	12	One Year	English 12	English 11 and teachers recommendation

English 9 *(Honors English 9 also available)*

Grade level: 9
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: ELA 8 or equivalent

Course Description

First Semester: This course explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include The Princess and the Goblin by George MacDonald, and others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, figurative and connotative language; and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include Anthem by Ayn Rand and other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.

English 10 *(Honors English 10 also available)*

Grade level: 10

Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 9 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning; textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language; and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues, and affixes. Writing topics include an informational essay and an argument essay.

Second Semester: This course explores reading, writing, and analysis of literary texts from around the world and across history. Readings include Antigone by Sophocles and others to demonstrate understanding of textual evidence, themes, inferences, characterization, figurative language, figures of speech, and literary devices; as well as building foundational knowledge of context clues, word nuances, affixes, phrases, clauses, and parallel construction. Writing topics include a literary analysis essay and a personal narrative essay.

English 11 *(Honors English 11 also available)*

Grade level: 11
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 10 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay..

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include poetry and drama, such The Crucible by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Comparing works from different time periods, reviewing context and word nuances, and learning about punctuation, style manuals, phrases, clauses, and parallel structure to improve reading and writing skills. Writing topics include a fictional narrative and a literary analysis.

English 12 *(Honors English 12 also available)*

Grade level: 12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 11 or equivalent

Course Description

First Semester: This course explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.

Second Semester: This course analyzes narrative texts from British literature—from the Middle Ages through modern times. Demonstrated skills include explicit and implicit meanings, figurative language,

literary devices, central ideas, themes, and narrative and structural elements. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting two British literature texts of different eras.

AP English Literature & Composition

Grade level:
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 11 and teachers recommendation

Course Description

First Semester: This course helps students prepare to take the Advanced Placement Language and Composition Exam™ administered by the College Board. The first semester focuses on the concepts and skills needed to analyze argumentative texts and to build solid arguments — starting with the choices that experienced authors make when they write to persuade an audience. Students learn and Apply best practices for constructing, revising, and refining their own arguments. Writing assignments in Semester A include rhetorical analysis of straightforward written arguments as well as satirical texts and visual approaches to persuasion. Students will be asked to develop several formal argumentative essays and also to practice new skills by writing less formal journal entries throughout the semester. The pace and level of work required by this course is similar to that required in a college-level composition course, so students should be prepared to work independently and to complete all assignments in a way that makes good use of their time.

Second Semester: The second semester of AP English Language and Composition focuses on writing tasks that require synthesis and documentation. Students will analyze many examples of synthesis essays and apply what they learn as they create their own texts based on multiple sources. They will also take a closer look at the use of visual and multi-modal or multimedia evidence when used as support for an argument, and they'll consider how to incorporate these unique approaches into their own attempts at persuasion. Semester B will ask students to work toward improving and refining the style with which they deliver arguments, including the use of rhetorical devices, varied syntax, and grammatical concepts essential to academic discourse. Writing assignments in Semester B include the analysis and construction of multimedia arguments, studies in style, and research-based projects that require the synthesis of information and ideas. As in Semester A, the pace and level of work required by this course is advanced and substantial, so students should be prepared to work independently and thoroughly on all assignments.

SCIENCE

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Physical Science	1.0	9-12	One Year	Chemistry/ Physics	None
Biology *(Honors also available)*	1.0	9-12	One Year	Biology	None
Chemistry *(Honors also available)*	1.0	9-12	One Year	Chemistry/ Physics	None
Environmental Science	1.0	9-12	One Year	3rd Year Science	Chemistry or Physical Science
AP Biology	1.0	12	One Year	3rd Year Science	Chemistry, Biology and teachers recommendation
Marine Science	.5	9-12	One Semester	3rd Year Science	None
Physics	1.0	9-12	One Year	Chemistry/ Physics	None
Earth Science	1.0	9-12	One Year	3rd Year Science	None
Anatomy and Physiology	1.0	10-12	One Year	3rd Year Science	Biology
Criminology & Forensics	0.5	9-12	One Semester	3rd Year Science	None

Physical Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines science as a whole and leads to how methods and tools provide scientists meaningful results. Topics include: chemistry to interpret chemical names; formulas, equations, and models to discover the types and properties of reactions and nuclear reactions and their uses; historical perspectives, and the social impacts.

Second Semester: This course explores physics, introduces topics in engineering, and the ways scientists think, communicate, and do their jobs. The topics of motion and force, including the motion of fluids and Newton's law, build a foundation to explore thermodynamics, energy, work, machines, waves, electricity, and magnetism.

Biology *(Honors Biology also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines the basics of biochemistry and how it helps understand biological systems on Earth. Using logical thinking to identify relationships and draw conclusions, the course expands out from the building blocks of biochemistry to individual cells and cell membranes to understand cell division, reproduction, cell energy and metabolism, and photosynthesis.

Second Semester: This course examines the basics of genetics, natural selection, ecology, models of how matter and energy flow through ecosystems, and the technology to see the larger context and implications. Topics include the biological research topics of ethical guidelines in new biotechnology.

Chemistry *(Honors Chemistry also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines basic principles and properties of matter to see its everyday uses. Topics include: atomic models, and predicting chemical reactions to see how scientists can engineer them to solve problems.

Second Semester: This course culminates in the ability to evaluate the ethical and social implications of chemistry-related technologies. Topics include: matter, types of bonds and forces that hold atoms and molecules together, states of matter, phase changes, gas laws, solutions, thermodynamics and kinetics of chemical reactions, chemical equilibrium and electrochemistry, radiation, and the difference between nuclear fission and fusion.

Physics

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: In this course, students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion. Students apply mathematical concepts such

as graphing and trigonometry in order to solve physics problems. Throughout the course, students apply their understanding of physics by playing roles like science museum curator and elementary teacher.

Second Semester: This course continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.

Environmental Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Chemistry or Physical Science

Course Description

First Semester: This course examines the relationships between organisms and the environment, including impacts of research on scientific thought and the environment by using scientific practices, evidence-based data and its display, as well as understanding how data informs societal decision making.

Second Semester: This course examines the relationship between humans and the environment including the past, present and future impacts of resource utilization, identifies pollution of the air, soil and water and its sources; and discusses regulations and actions that can and have been taken to mitigate harm to the Earth.

Earth Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course covers Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.

Second Semester: This course covers the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science Applications.

Marine Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.

AP Biology

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Biology, Chemistry, and teacher recommendation

Course Description

This course is taught at the college level and designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, cell energetics, cellular reproduction and communication, heredity, molecular genetics, evolution, ecology, diversity of organisms, structure and function of plants and animals; and comparative anatomy.

Anatomy and Physiology

Grade level: 10-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Biology

Course Description

First Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Second Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Criminology & Forensics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Criminology and Forensics is a beginner level course on the topics of crime and forensic procedures exploring topics on crime and criminology, witnesses and perpetrators, and the crime lab.

SOCIAL STUDIES

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
World History *(Honors also available)*	1.0	9-12	One year	World History and Geography	None
US History *(Honors also available)*	1.0	9-12	One year	US History and Geography	None
US Government *(Honors also available)*	0.5	11, 12	One Semester	Government	US History & World History
Economics	0.5	11, 12	One Semester	Economics	US History & World History
Civics: Citizenship	1.0	11,12	One Semester	N/A (Elective)	None
World Geography	1.0	9-12	One Year	N/A (Elective)	None
AP U.S Government and Politics	1.0	11-12	One Year	Government	US History & World History and teacher recommendation
Ethnic Studies	0.5	11-12	One Semester	N/A (Elective)	None

World History *(Honors World History also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores key events and historical developments from hunter-gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire. Topics include: The Crusades, feudalism, the plague, Asian empires and

trade routes, effects of the Renaissance and Protestant Reformation, and important revolutions that shaped history.

Second Semester: This course traces the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia. Topics include: the influence of the Industrial Revolution; the impact of imperialism and nationalism on World War I; how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II; 20th-century warfare; the Armenian Genocide; and the Holocaust.

US History *(Honors US History also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores European exploration and the impact Europeans had on the lives of those native to North America. Topics include: the development of the English colonies in North America; causes and effects of the American Revolution; the ratification of the Constitution; causes of the War of 1812; analysis of sectionalism as a common thread; westward expansion; Civil War and Reconstruction; Indian Wars; immigration; and the Second Industrial Revolution.

Second Semester: This course traces pivotal events in American history and presidential administrations as the 21st century dawned. Topics include: The Gilded Age, Progressive Era, World War I, the Roaring Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War; technology innovations, global communications, and the rise of terrorism.

US Government *(Honors US Government also available)*

Grade level: 11-12
Credits: 0.5
Prerequisite Courses: World History & US History

Course Description

This course examines the history and philosophy of the United States government and the guiding principles of democracy. Topics include: analysis of the United States Constitution; functions and duties of the three branches of government; the role of the Supreme Court; civic engagement in political process; the rights and responsibilities of citizens; government systems of the world; political parties; interest groups; and the media in shaping the government.

Economics

Grade level: 11-12
Credits: 0.5
Prerequisite Courses: World History & US History

Course Description

This course explores principles to make informed decisions about personal finance, developing a broader understanding of national and international economic decisions and policies. Topics include: why economics impacts history, distribution of wealth, and quality of life for all members of society.

World Geography

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the five themes of geography, analyzes the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe.

Second Semester: This course continues the exploration of the five themes of geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.

Civics and Citizenship

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares for the Naturalization Test designed by the United States federal government.

AP Government and Politics

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: US History & World History and teacher recommendation

Course Description

First Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to apply a basic comprehension of the U.S. political system to contemporary events.

Second Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to Apply a basic comprehension of the U.S. political system to contemporary events.

Ethnic Studies

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Ethnic Studies is designed to help students to develop a more complex and nuanced understanding of the human experience as it relates to ethnicity, including the factors that influence individual and collective identity. Early lessons in the course guide students to build a conceptual framework for studying ethnicity and ethnic groups, based on the relationships among identity, ethnicity, race, and nationality. At the beginning of the course, students will analyze how cultural assumptions and biases influence both individual identity and people's perceptions of others. Additionally, lessons about the origins of culture in

early civilizations and the ways that humans organized themselves socially as populations increased will provide background knowledge that students need to study ethnicity in the United States. Later lessons introduce the histories and cultures of specific ethnic groups in the United States and help students understand how identity and experience are sometimes shaped by belonging to these groups. Students will then investigate factors that lead members of different ethnic groups to immigrate to the United States and consider how these groups and their cultures have shaped American society. Students will also analyze the power structures that impact the lived experiences of Americans in various ethnic groups, identifying patterns of oppression and resistance throughout each group's history. Throughout the course, students are encouraged to identify and appreciate aspects of their own identity as well as the cultures, strengths, achievements, and values of the major ethnic groups in the United States. A key feature of the course is the emphasis given to the perspectives of individuals from historically marginalized groups that are rarely represented in textbooks. The goal is to add these voices to the larger historical narrative so that students can see themselves and all of their classmates as vital parts of the American story.

World Language

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Spanish 1	1.0	9-12	One year	World Language	None
Spanish 2	1.0	9-12	One year	World Language	Spanish 1
Spanish 3	1.0	9-12	One year	World Language	Spanish 1 & 2
AP Spanish Language	1.0	11-12	One Year	World Language	Spanish 1 & 2
American Sign Language 1 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	None
American Sign Language 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	American Sign Language 1
French 1 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	None
French 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	French 1
French 3 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	French 1 & 2
German 1	1.0	9-12	One Year	World Language	None

(availability based on teacher certification)					
German 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	German 1

Spanish 1

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies; asking for directions; and how to discuss activities with friends using vocabulary associated with restaurants, traveling, and vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru.

Second Semester: This course explores how to discuss school subjects, professions, and daily routines; as well as illness and injury; shopping; and money through reading, writing, listening, and speaking. The course also explores cultures of some Spanish-speaking countries, such as Venezuela, Chile, Ecuador, Guatemala, and Cuba.

Spanish 2

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1

Course Description

First Semester: This course builds reading, writing, listening, and speaking skills in order to discuss social relationships, climate, various animals, fables, holiday customs and traditions, and outdoor activities. The course also explores cultures of some Spanish-speaking countries, such as Paraguay, Puerto Rico, El Salvador, Costa Rica, and Bolivia. Topics include: history, products, traditions, practices, and perspectives of each of these countries.

Second Semester: This course continues to build reading, writing, listening, and speaking skills in order to discuss transportation, extracurricular interests, professions, cuisine, clothing, health, and technology. Topics include: present, past, future, and conditional tenses; present subjunctive mood; explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama.

Spanish 3

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1 & 2

Course Description

First Semester: This course builds reading and writing of informative, argumentative, and descriptive

texts; listening and speaking skills using the indicative subjunctive and imperative moods. The course also explores significant historical events of some Spanish-speaking countries, as well as cultural products, practices, and philosophies.

Second Semester: This course continues acquiring the Spanish language through reading poems and short stories by notable Spanish-language authors. The continuation of writing, listening, and speaking includes exploring behavioral norms in different Spanish-speaking cultures, in order to discuss these topics in the indicative and subjunctive moods in a variety of tenses.

AP Spanish Language

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1&2

Course Description

The AP Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP Spanish Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish Language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of Spanish speaking areas of the world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

American Sign Language 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course provides an introduction to American Sign Language (ASL). The course provides guidance in how to communicate with ASL across a variety of basic subjects, including greetings and introductions, information sharing, personal characteristics, family, traveling, and living spaces. The course also explores details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including fingerspelling and signing parameters.

Second Semester: This course continues to explore introductory concepts in American Sign Language (ASL). The course builds on the first half to guide students in how to communicate on a variety of basic subjects, including with food items, directions, store interactions, job roles, health topics, and plans built around schedules and times. The course also highlights more details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including classifiers and specific grammar rules.

American Sign Language 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: ASL 1

Course Description

First Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). The course begins with a review of cultural facts and ASL rules and concepts from American Sign Language I. New topics that follow include major milestones and famous figures in Deaf cultural history, appropriate etiquette and behaviors in Deaf interactions, ASL literature and performances, and different language styles and skills among Deaf communities, among others. Projects throughout the course will assess knowledge of signing vocabulary and mastery of proper signing form.

Second Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). Topics include the ways to be considered a part of the Deaf community, history of minority subgroups within the community, accessibility options that help deaf people function effectively in everyday society, and common ASL signing approaches and techniques that deaf people are likely to practice. Vocabulary activities provide demonstrations of signs related to topics like money, leisure activities, and thoughts and opinions. Projects throughout the course assess signing vocabulary and mastery of proper signing form.

French 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: French 1

Course Description

First Semester: This course focuses on the continuation and enhancement of language skills presented in Level 1. Vocabulary and grammar structures are revisited and expanded to provide students an opportunity to move towards an intermediate comprehension level. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities, reading of culturally-related articles of interest and responding to reading in the target language. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course continues the enhancement of language skills. Vocabulary and grammar structures are revisited and expanded as students explore other French-speaking areas. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities related to travel, to the Olympics, to natural disasters, and to the space program. Reading of culturally related articles of interest and responding to reading in the target language, along with the use of technology, reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 3 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: French 2

Course Description

First Semester: In this course, students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Second Semester: Coming Soon!

German 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.

Second Semester: This course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.

German 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: German 1

Course Description

First Semester: In this course, students build on grammar and language skills that they acquired during their G1A and G1B courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.

Second Semester: In this course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.

Visual/Performing Arts

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Origins of Art History	.5	9-12	One semester	VPA	None
Modern Art History	.5	9-12	One semester	VPA	None
Fashion Design	1.0	9-12	One year	VPA	None
Graphic & Web Design	.5	9-12	One semester	VPA	None
Interior Design	1.0	9-12	One year	VPA	None
Photography Basics	.5	9-12	One semester	VPA	None
Theater Studies	.5	9-12	One semester	VPA	None
Journalism	0.5	9-12	One Semester	VPA	None
Gaming Unlocked	0.5	9-12	One Semester	VPA	None

Origins of Art History (Prehistory - 1750)

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores art of the prehistoric, ancient, medieval, Renaissance and Rococo periods to understand how to read and interpret art.
**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

ModernArt History (1750 - Present)

Grade level: 9-12

Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores art of the late 1700s to modernity from Western movements in artworks and architecture to China, Japan, Africa, Oceania, Southeast Asia, India.
**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

Fashion Design

Grade level: 9-12
Credits: Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the tools and principles of fashion design. Topics include: the use of color, creation of an inspiration board, fabrics and materials, and tools and machines used by fashion designers.

Second Semester: This course explores the skills and education required in the fashion industry. Topics include: the range of jobs in the industry, skills for success, such as interviewing, workplace communication, and teamwork.

Graphic & Web Design

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores visual communication and explores the range of careers in the field. Topics include: principles of design, ethics of creative fields, and the publishing process.

Interior Design

Grade level: 9-12
Credits: Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the principles and elements of design. Topics include: skills, roles and responsibilities of interior designers, specialties of interior design, history of design, design materials, furniture, accessories, and modern developments affecting interior design, such as the Americans with Disabilities Act (ADA), universal design, and green design.

Second Semester: This course explores career options in residential, commercial, and mobile design, getting credentialed, and networking in professional organizations. Topics include: leadership, group dynamics, codes of ethics; lighting, windows, walls, furniture, accessories, textiles, and floor treatments in residential and commercial designs as well as related information on materials, fabrication, and installation; review of the elements and principles of design, the Americans with Disabilities Act (ADA), and universal design.

Photography Basics

Grade level: 9-12

Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores proper use of photography equipment, how to build a portfolio of work, and describes the steps to starting a career in this field. Topics include: the habits and etiquette of the profession.

Theater Studies

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

Have you ever wondered how a play goes from the playwright's mind all the way into a multi- million dollar Broadway production? In this course, you'll learn the whole process! This course provides a thorough introduction to the theater by providing an overview of major topics in theater studies, with a blend of theoretical and practical lessons. In the first half of this course you will learn about the definitions of theater, theater history, and contemporary theatrical genres. The second of half of the course will guide you through all of the elements of putting on a professional theatrical production. You will learn about the entire production process, from playwriting through opening night, including elements of technical theater, the rehearsal process, and audience response. Whether you're an aspiring actor, technician, director, or producer, or even just an avid theater-goer, this course is for you.

Journalism

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group projects will also be a part of this class. This course is a project based course and does not include traditional tests, unit level understanding is assessed through unit projects.

Gaming Unlocked

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

Gaming Unlocked researches the basics of gaming, from what makes games fun to what makes them work by exploring quality in a variety of games such as mental games, board games, and video games. This course does not require students to know or learn a programming language. The emphasis is on the history and design of games and the different careers available in the game industry.

PE/HEALTH

1.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Health 101	.5	9-12	One semester	Health	None
Physical Education A/B	.5/ 1.0	9-12	One semester/ One year	Physical Education **only PE A is required to meet req*	None
Personal Fitness	1.0	9-12	One Year	N/A (Elective)	

Health

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores how behavioral choices, such as nutrition and physical activity, affect health, then provides information to make healthy choices. Topics include: nutrition and physical activity; growth, development, and sexual health; safety and injury prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Physical Education A/B

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

**Only Physical Education A is required to earn PE credit towards graduation*

Course Description

First Semester: This course examines the importance of physical activity, personal fitness, and healthy eating habits. Topics include: useful techniques and different aspects of sport and recreation, a personal fitness evaluation, the design of a personal exercise plan and tracking of results.

Second Semester: This course explores key concepts that lead to improved fitness, wellness, and overall health. Topics include: description of the human body, including anatomy, physiology, and nutrition; practical applications, such as metabolism manipulation, correct exercise form, and effective programming for personal health goals.

Personal Fitness

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores key concepts from combative sports, gymnastics and tumbling, and a variety of team sports and activities. The focus is on advanced fitness guidelines and cognitive factors that affect performance. Topics include: motor skill development, game strategy, self-evaluation of fitness, setting goals, designing an exercise plan, and tracking results.

Second Semester: This course explores how to develop personalized physical fitness plans while completing physical activities throughout the course. Topics include: how to assess fitness levels, modify fitness goals, evaluate fitness products and programs, leadership, and progress tracking in a daily physical activity log.

Muskegon Career Technical Center (CTC)

The Career Technical Center consortium is a partnership of Muskegon area school districts. Its purpose is to offer specialized "CTC" education courses. These courses meet at various sites "off " the MCA campus. Students earn 3 credits upon successful completion of a full year Career Technical Center consortium class. Please note, not all classes are available each year.

Students who desire to take a Career Technical Center class must take into account the extra burden on their schedules in terms of class and transportation commitments.

CTC Allied Health 3 credits Career Pathways: 2 4 5

Students explore healthcare careers, learn basic anatomy and physiology, and practice patient care skills. Blood Borne Pathogen, CPR, AED, and first aid certifications, as well as English and college credit, are available. Related careers include, but are not limited to, athletic trainer, biomedical scientist, certified nursing assistant, medical assistant, physical/occupational therapist, nurse, pharmacist, physician assistant, radiologic technologist, surgical technologist, and ultrasonographer.

CTC Auto Collision/Refinishing 3 credits Career Pathways: 2 3

Students repair damaged vehicles by learning dent repair, welding techniques, panel replacement, surface preparation, estimating and painting. Automobile Service Excellence (ASE), I-CAR, and OSHA Safety certifications are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, automotive painter, detailer, estimator, and management.

CTC Auto Service Technology 3 credits Career Pathways: 2 3

Students perform alignments, engine rebuilds, brakes and driveline services, engine electronics programming, air conditioning repair, and other general automotive maintenance and services. Automobile Service Excellence (ASE) Student certification. Fourth year math, English and college credit are available. Related careers include automotive service technician, automotive service writer, automotive service manager.

CTC Bio Tech & Engineering 3 credits Career Pathways: 2 4 5

Bio Tech & Engineering is designed for returning Allied Health, Auto Service, Computer-Aided Design, Internet, Network & Security, or Machining/ Engineering Technology students. Students engage in project-based learning that combines science, engineering, and technology. Classmates explain and create solutions to real-world problems proposed by community and business partners. Fourth-year math, English and college credit are available. Related careers include, but are not limited to, computer programmer, engineer, physical therapist, occupational therapist, and biotechnical careers.

CTC Architectural Design 3 credits Career Pathways: 2 3

Students create standard drawings for engineering and architecture, communicate ideas for products and designs, use cutting edge software from the design industry, create 2D and 3D drawings, and practice 3D printing.Fourth-year math and college credit are also available. Related careers include, but are not limited to, mechanical, automotive and aerospace engineering, industrial design, architecture, interior design, CAD/CAM, and construction management.

CTC Construction Trades 3 credits Career Pathways: 2 3

Students learn carpentry, masonry, drywall and roofing as they build an entire house from start to finish. OSHA 10-Hour Construction Safety certification and Michigan 60-Hour Pre-license Builder training are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, skilled trades like plumbing, HVAC, electrical, and masonry as well as drywall, painting, construction management, estimating, sales, and design.

CTC Cosmetology 3 credits Career Pathways: 2 3

Students gain hands-on experience in haircutting, styling, perms, relaxers, coloring, foiling, skin care, waxing, manicures, pedicures, and makeup. Those who complete the necessary 1,500 hours of experience may take the State of Michigan Cosmetology Exam and earn their Michigan Cosmetology License. College credit is also available. Related careers include, but are not limited to, hair stylist, esthetician, salon owner, and salon manager.

CTC Criminal Justice 3 credits Career Pathways: 5

Students serve alongside health care and first responders while participating in mock critical incident training, practice self-defense, learn to process a crime scene, and participate in a mock court trial. CPR, Certified Emergency Response Team (CERT), and Incident Command System (ICS) certifications in addition to English and college credit are available. Related careers include, but are not limited to, law enforcement, courts, corrections, fire, EMT, and homeland security.

CTC Electrical/Computer Technologies 3 credits Career Pathways: 2 3

Students install high/low voltage and data wiring systems, explore alternative energy and robotic programming, use multimeters, wave generators, and oscilloscopes, and operate a computer and electronics repair store. CompTIA A+, Electrical Interim Credential, ETA RESI-Residential Electronics System Integrator, and OSHA 10-Hour Safety certifications are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, electrician, telecommunications technician, home security installer, computer and electronics repair technician, electrical engineering, and robotics technician.

CTC Environmental/Veterinary Sciences 3 credits Career Pathways: 2 4 5

Students explore a wide range of topics within the agriculture, food, and natural resources industries. EVS is a one or two year program that allows students to engage in various activities related to animal anatomy and physiology, animal nutrition and care, greenhouse production, floriculture, beekeeping, and natural resources management. Students will have the opportunity to engage in STEM-centered curriculum and real-world applications of content in our greenhouse, barn, floral shop, and beehives. Several industry-recognized certifications are available. Additionally, high school credit and articulated college credit with various colleges and universities may be earned. Related careers include, but are not limited to, agriculture engineer, bee keeper, biologist, conservation officer, landscape designer, veterinarian, and water quality specialist.
Second year students have the opportunity to engage in work-based placements.

CTC Graphic Production Technologies 3 credits Career Pathways: 1 2 3

Students learn color theory, the elements and principles of design, typography, and other design basics, to create original artwork using professional software and production equipment. Fourth-year math, English and college credit are available. Related careers include, but are not limited to, graphic design, illustration, printing, photo editing, and marketing.

CTC Health Science Academy 3 credits Career Pathways: 2 4 5

This intensive introductory course is designed for the returning Allied Health student. Students learn college-level medical terminology, practice clinical skills in our patient care lab, and participate in work-based learning opportunities at local health care facilities and community-based agencies. Students may earn Basic Life Support (CPR), Healthcare Industry OSHA Certification, BloodBorne Pathogen Certification, HIPAA Training, and optional Certified Nursing Assistant (CENA) or Pharmacy Tech certification, in addition to fourth-year math, English and college credit. Related careers include, but are not limited to, medical assistant, surgical technologist, athletic trainer, pharmacist, physician assistant, and psychologist.

CTC Hospitality & Food Management 3 credits Career Pathways: 1 2 4 5

Students prepare and serve delicious foods, become part of Muskegon County's locally-grown food movement, and experience a day in the life of a manager in several of Muskegon County's and Michigan's most popular attractions. Successful students can earn ServSafe®, ProStart, American Culinary Federation, and School Nutrition Association certifications. Fourth-year math, English and college credit are available. Related careers include, but are not limited to, executive chef; restaurant, food and beverage, or hotel manager; event and conference organizer, travel agent, and tour guide

CTC Machining/Engineering Technology 3 credits Career Pathways: 2 3

Students operate machining tools such as lathes, milling machines, grinders, drill presses, saws, and computer numeric controlled (CNC) machines to produce metal parts to meet precise specifications. Fourth-year math and college credit are available. Related careers include, but are not limited to, machinist, tool and die maker, industrial, mechanical, or manufacturing engineer, and CNC operator or programmer.

CTC Software Design & Development 3 credits Career Pathways: 2 3

Students learn skills in software design and programming (C#), web development (HTML/CSS), game development (Unity), virtual reality (Unity/Oculus), and cybersecurity Students may earn professional certifications such as Certiport certifications in Software Development, Computational Thinking, Artificial Intelligence, HTML and CSS, Unity and more. Related careers include, but are not limited to, software developer, security analyst, video game developer, data forensics analyst, and web developer.

CTC Welding Technologies 3 credits Career Pathways: 2 3

Students develop skills in gas metal arc (MIG), gas tungsten arc (TIG), stick electrode, and flux-core welding as well as plasma/thermal cutting processes. Fourth-year math and college credit are available. Related careers include, but are not limited to, pipefitters, sheet metal workers, iron workers, millwrights, and underwater welding.

CTC Teacher Academy 3 credits Career Pathways: 1 5

Students in The Teacher Academy begin by learning foundational skills to be successful in a classroom including developing relationships and creating community. Then, Teacher Academy students practice these skills in their community working alongside veteran teachers. Throughout the course you'll learn everything from lesson planning, to classroom management, to the different ways students learn.

Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Accounting	0.5	9-12	One Semester	No - Elective	None
AP Computer Science Principles	1.0	10-12	One Year	VPA/3rd Year Science	Intro to Java Programming
Business Law	0.5	9-12	One Semester	No - Elective	None
Character Education	0.5	9-12	One Semester	No - Elective	None
Child Development	0.5	9-12	One Semester	No - Elective	None
Criminology & Justice	0.5	9-12	One Semester	No - Elective	Criminology & Forensics
Entrepreneurship	0.5	9-12	One Semester	No - Elective	None
Intro to Business	0.5	9-12	One Semester	No - Elective	None
Principles of Marketing	0.5	9-12	One Semester	No - Elective	None
Professional Sales	0.5	9-12	One Semester	No - Elective	None
Psychology	.5/ 1.0	9-12	One Semester or One year	No - Elective	None
Public Speaking	.5	9-12	One Semester	No - Elective	None
Study Skills	.5	9-12	One Semester	No - Elective	None

Sociology	.5	9-12	One Semester	No - Elective	None

Accounting

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this semester course, you will explore accounting, including investigating accounting careers. You will learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. You will also learn how to reconcile a bank statement and to prepare payroll records. This course covers the basic principles of financial accounting for individuals and for companies with attention to both the mathematical formulas and to the ethical side of accounting. Each unit has practical exercises including a project at the end of the unit.

AP Computer Science Principles

Grade level: 10-12
Credits: 1.0
Prerequisite Courses: Intro to Java Programming

Course Description

AP Computer Science is a year-long introductory, college-level computer science course. In this course, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts such as modularity, variables, and control structures. College level AP Computer Science is designed to help students prepare to take the Advanced Placement AP Computer Science A Exam ™ administered by the College Board.
The Java Programming course teaches students all Java skills required on the “AP Computer Science A” exam. While it can be taken standalone with no prerequisites, this is one of our most advanced courses, and some degree of technical comfort is recommended.

Business Law

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Students learn about the American legal system. They examine ethics, court systems, criminal law, and law of torts. They examine how the court systems work together, and what misconduct results in going to court. It is important to also understand your consumer rights. As they progress through the course, they will also gain an understanding from a business perspective what is right and wrong business actions and employment laws. As an employee or employer it is important to understand the laws that protect the employee and employer. The study will focus on the formation of a business and the basic legal issues associated with each type of business.

Character Education

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
This course explores values of truthfulness, trustworthiness, responsibility, diligence, and integrity. The course offers specific, real world situations to interpret and connect to these traits to provide safe and appropriate ways to respond in real time. Topics include: identifying bullying, how to develop a bullying-prevention mindset.

Child Development
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.

Criminology & Justice
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Criminology and Forensics
Course Description
Criminology and Justice is a beginner-level course on criminal procedures that explores the criminal justice system, non-forensic evidence, and what happens inside the courtroom.

Entrepreneurship
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Entrepreneurship explores entrepreneurial characteristics, business leadership, and the skills and steps involved in marketing, developing, starting, and exiting a business. Key topics and activities include hands-on projects to apply the knowledge as a small business owner and entrepreneur.

Intro to Business
Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the basic business concepts that will help them understand how a business survives in today's economy and the role that consumers play in the same economy. Students will learn how to balance a checkbook, save for the future, and use credit wisely. Students will also learn how to create a resume and how to participate in a job interview.

Principles of Marketing
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Principles of Marketing explores the interactions between businesses, consumers, and the economy as

well as the role of marketing and how marketers get their information. The course culminates in the creation of a marketing plan.

Professional Sales

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Professional Sales explores the role sales plays in the national economy, the importance of ethical behavior in business. Topics include: how to build, train, motivate, and evaluate a sales team; the role of buying motives; the selling process; and the importance of data.

Psychology

Grade level: 10-12
Credits: .5 or 1.0
Prerequisite Courses: None

Course Description

First Semester: This course explores human behavior, behavior interaction and the progressive development of individuals. Topics include: major theories and orientations of psychology, psychological methodology, human growth and development, individual variation and personality, psychobiology, as well as sensation and perception.

Second Semester: This course explores human social interactions, psychological therapies, and careers in the field. Topics include: psychological perspectives, positive relationships, social and cultural diversity, language structures, memory and cognition, psychological testing, statistical research, stress/coping strategies, and mental health.

Public Speaking

Grade level: 9-12
Credits: .5
Prerequisite Courses: None

Course Description

Public Speaking explores effective communication skills for success in a variety of speaking situations. Topics include: small and large group discussions, delivery speeches in front of audiences, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Study Skills and Strategies

Grade level: 9-12
Credits: .5
Prerequisite Courses: None

Course Description

This course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies,

gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.

Sociology

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.

Muskegon Covenant Academy Required Electives

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Reading Recovery	0.5	9-12	No - meets MCA graduation reqs	None
Math Recovery	0.5	9-12	No - meets MCA graduation reqs	None

Reading Recovery

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Reading Recovery is a short-term intervention designed to accelerate the progress of the lowest performing readers. Some students find it hard to learn to read and write for many different reasons. Reading Recovery class will help these students improve their reading skills and work towards reading at grade level. The Reading Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. In this way, the student catches up with classmates quickly and the help is no longer needed. Fast ForWord is the reading intervention program that is used for Reading Recovery.
Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Math Recovery

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Math Recovery is a short-term intervention designed to accelerate the progress of the students with the lowest performance in math. Math Recovery class will help students improve their math skills and work to close gaps in learning and work towards performing math at grade level. The Math Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. The goal being the student catches up with classmates quickly and the help is no longer needed.
Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Muskegon Covenant Academy Graduation Requirements

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Career Planning and Work Readiness	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None
Career Planning	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None

Career Planning and Work Readiness

Grade level: 9-12
Credits: NA - MCA Graduation Requirement
Prerequisite Courses: None

Course Description

The Career Planning and Work Readiness Class guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success, and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive career transition portfolio that reflects their skills and abilities, as well as their interests, values and goals. The Final Portfolio will include: Resume, cover letter, sample application with references, letter of introduction, sample thank you letter, summary evaluation of mock interviews. The final portfolio will be approved by an instructor or administrator.

Career Planning

Grade level: 12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals.

Career/Technical Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Adobe After Effects	0.5	9-12	One Semester	VPA	None
Adobe Illustrator	0.5	9-12	One Semester	VPA	None
Adobe Indesign	0.5	9-12	One Semester	VPA	None
Adobe Photoshop	0.5	9-12	One Semester	VPA	None
Adobe Premiere Pro	.5	9-12	One Semester	VPA	None
Aeronautics and Space Travel	.5	9-12	One Semester	3rd year Science	None
Agriscience 1, 2, 3	.5 each class	9-12	One Semester	3rd year Science	Cumulative
Architectural Design 1, 2+, 3	.5 each class	9-12	One Semester	VPA	Cumulative
Augmented and Virtual Reality Applications	.5	9-12	One Semester	VPA/3rd year Science	None
Building Maintenance Technology 1, 2+	.5 each class	9-12	One Semester	4th year math/3rd year science/VPA	Cumulative
Career Exploration in Dentistry	.5	11-12	One Semester	3rd year science/VPA	None
Career Exploration in Finance	.5	11-12	One Semester	4th year math/VPA	None
Career Exploration in Healthcare	.5	11-12	One Semester	3rd year science/VPA	None

Cloud Technologies and the Internet Of Things	.5	10-12	One Semester	3rd year science/VPA	None
Construction: Fundamentals and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Cybersecurity	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Drones: Remote Pilot+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Early Childhood Education 1+, 2+	.5 each class	9-12	One Semester	VPA	Cumulative
Education & Teaching Advanced	.5	9-12	One Semester	VPA	None
Entrepreneurship & Small Business+	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Bitcoin & Cryptocurrency	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Blockchain & Cryptography	.5	9-12	One Semester	4th year math/VPA	None
Health Management & Information Systems	.5	9-12	One Semester	3rd year science/VPA	None
Introduction to Artificial Intelligence	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Game Design	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Tower Defense	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Java SE 8 Associate+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
LEED Green Associate+	.5	9-12	One Semester	3rd year science/VPA	None

Microsoft Excel+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Microsoft Outlook	.5	9-12	One Semester	VPA	None
Microsoft Powerpoint+	.5	9-12	One Semester	VPA	None
Microsoft Word+	.5	9-12	One Semester	VPA	None
Networking+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Project Management+	.5	9-12	One Semester	4th year math/VPA	None
Python Multiplayer Adventure	.5	9-12	One Semester	VPA	None
Quickbooks	.5	9-12	One Semester	4th year math	None
Roblox Worlds Coding with LUA	.5	9-12	One Semester	VPA	None
Robotics: Applications and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Smart Cities: Technology and Applications	.5	9-12	One Semester	3rd year science/VPA	None
Social Media Business Marketing+	.5	9-12	One Semester	VPA	None
Startups and Innovation	.5	9-12	One Semester	VPA	None
Swift App Development	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Teaching as a Profession	.5	9-12	One Semester	VPA	None
The History of Gaming and ESports	.5	9-12	One Semester	VPA	None

Transportation Technologies	.5	9-12	One Semester	3rd year science/VPA	None
Wearable Technology Innovations	.5	9-12	One Semester	3rd year science/VPA	None

Adobe After Effects

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive Adobe After Effects software. Adobe After Effects is the industry standard for making motion graphics and special effects for presentations, internet content, and video. Both Windows and Mac OS systems can run After Effects, so students will uncover the nuances of working with each. The modules in the course will take students through the creation of a project from defining the audience to organization to publishing their creations.

Adobe Illustrator

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the Adobe Illustrator and prepares students to take the ACA Certification Exam on Illustrator. Students will get an insight into what it is like working in the graphic design industry. Students will learn everything from absolute basics like navigating Illustrator to performing complex tasks like managing colors, drawing, creating illustrations, and much more. The course contains guided video tutorials, hands-on projects, and step-by-step resources that help students learn how to work in Illustrator.

Adobe Indesign

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe InDesign and prepares students to take the ACA Certification Exam on InDesign. Students will get an insight into what it is like working in the print and digital media publishing industry. Over 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign.

Adobe Photoshop

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students to demonstrate expertise in Adobe's Photoshop software and take the ACA Certification Exam on Photoshop. Students will learn through engaging and interactive content, projects

and practice exam items aligned to the learning objectives outlined by Adobe's exam specifications. Students will leave this course with career-ready, real-time skills in one of the most popular software programs in the world!

Adobe Premiere Pro

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe Premiere Pro. Students will get an insight into the video design and production industry. Over 7 modules, students will progress from absolute basics like navigation to performing complex tasks like editing videos, applying filters and effects, and even creating original artwork. The course contains guided tutorials, engaging projects, and great resources that will help students practice and learn how to work in Premiere Pro. This course also prepares students for the Adobe Certified Professional (ACP) Certification Exam on Premiere Pro.

Aeronautics and Space Travel

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the history and near future of space travel. Students will explore the possibilities of moon bases, Mars colonies, and visiting the outer planets in our solar system and their moons. Students will also discuss important ethical and legal issues around space exploration, such as asteroid mining and war in space. The course gives an expansive view of the technologies, science, and theories that will make far-fetched dreams into realities during the student's lifetime.

Agriscience 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course will prepare students for careers in agriscience. Agriculture is the world's largest industry, so the critical nature of understanding how agriculture must thrive in unpredictable conditions cannot be overstated. Throughout the modules, students will gain an understanding of some of the fundamental issues in agriscience, including safety, environmental factors such as climate change and extreme-weather conditions, plant and animal science, and food safety. Additionally, students will explore how they can emerge as leaders in such a complex and exciting industry!

Agriscience 2

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Agriscience 1

Course Description

In this course, students will explore the various components of agriscience careers and agricultural living. Beginning with career exploration, students will become familiar with the vast array of opportunities that exist in agriscience. They will discover what is necessary for the proper care and management of livestock from keeping living quarters clean to caring for newborn animals. Students will understand the ways in which plants, crops, and vegetation thrive in varying conditions. They will explore the fundamentals of

running a successful agriscience operation as well as how agriscience affects and is affected by global economic conditions.

Agriscience 3

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Agriscience 1 & 2

Course Description

This course further delves into agriscience as a core global business. Students will explore fundamental business operations and structures as well as financial considerations. Students will understand the nutritional needs of livestock in order for them to be free from disease and be able to thrive in good health. Plants are heavily dependent on proper fertilization, irrigation, and nutrition to prosper. Thus, students will take a comprehensive look at the systems necessary to produce bountiful crops. The course will be rounded out learning about the tools and techniques needed to run an agriscience business and harvest crops.

Architectural Design 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In Architectural Design I, students will review various concepts used in the design and architecture field. They will learn about basic drafting equipment and how to use and maintain it. They will analyze challenges and solutions within the development of design. They will also learn how to prepare drawings manually and using AutoCAD software. A substantial portion of the course will be spent on sequential processes so that students develop an understanding of creating and annotating drawings as well as how to apply standard rules regarding line types, offset objects, creating layers, and setting up a page for plotting. They will also explore three dimensional drawing and use coordinating and navigation systems to create them.

Architectural Design 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Architectural Design 1

Course Description

In this course, students will learn various concepts used in the design and architecture field. They will gain an understanding of basic architectural and civil drawings as well as prepare for the Autodesk® Certified User certification in AutoCAD exam. In addition to learning fundamental architectural drawing concepts like creating site plans, floor plans, and electrical plans, students will learn functions of Computer-Aided Drafting (CAD). CAD functions build on the foundation of architectural drawing, using specialized tools for enhancement, layout, and scale. Students will review the essentials of civil drawings including the interpretation and development of topographical illustrations. To round out the course, students will prepare computer-aided drawings to demonstrate utilizing software to perform activities such as drawing site plans, roof plans, and wall sections. Finally, students will be provided an overview of the requirements, structure, and preparation techniques for the Autodesk® Certified User certification in AutoCAD exam.

Architectural Design 3

Grade level: 9-12
Credits: 0.5

Prerequisite Courses: Architectural Design 1 & 2+

Course Description

In Architectural Design III, students will review various concepts used in the design and architecture field. They will learn about additional CAD functions, professional ethics, and legal responsibilities as well as explore career options and complete a comprehensive Architectural Design project.

Augmented and Virtual Reality Applications

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Separating hype from reality is hard… especially in the fast-growing and evolving space of augmented and virtual reality (AR/VR). Recent advances in technology have allowed AR/VR systems to become extremely sophisticated and realistic. This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through 5 Applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications.

Building Maintenance Technology 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Building Maintenance Technology course will focus on all aspects of the construction industry from health and safety to the tools that every construction professional needs in their collection. Students will learn about the various roles in the industry as well as job outlooks, educational and experiential requirements, and salary information. Some activities will focus on career exploration to discover career options that best align with interests and talents. Students will learn basic construction math and how it is Applied during design and building phases of projects. They will learn specifics about carpentry, construction drawings, framing floor systems, framing walls, and framing roofs. Throughout, they will establish a foundation for what opportunities exist for them in the industry.

Building Maintenance Technology 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Building Maintenance Technology 1

Course Description

The Building Maintenance Technology II course will focus on construction components, masonry skills, and OSHA. Students will learn about the various masonry and concrete skills as well as safety measures. Some activities will focus on the real-world Application of learned skills with hands-on components. Students will learn about erecting, plumbing, and bracing in relation to concrete as well as laying masonry units. Finally, students will learn important science skills for the construction industry and prepare for the OSHA 30-hour Construction certification exam.

Career Exploration in Dentistry

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
This course introduces students to the exciting and varied career opportunities in the dentistry profession, from dental assistant all the way up through oral surgeon. Students will review the history of dentistry globally and in the U.S., and will learn key dental terminology. The course will introduce the roles and tasks done as well as skills and education required of nearly every member of the dental staff. Students will gain an understanding of what it takes to perform each position, and how they work together.

Career Exploration in Finance
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the challenging and lucrative world of finance. While "Wall Street" may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society.

Career Exploration in Healthcare
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the exciting and varied career opportunities in the healthcare industry that will be in demand in their future! The course will introduce the roles and tasks, identify education and skills needed, identify responsibilities of roles which support or supervise their role, analyze legal and ethical responsibilities, limitations, and implications for each of these professions.

Cloud Technologies and the Internet of Things
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
First, we had the internet of computers. Then with the advent of email and social media, along with mobile technology, it became the internet of people. Today's world is increasingly becoming the internet of things. With advances in battery power, sensors, and computer chips, more and more devices are being connected to the internet. This will allow them to be monitored, controlled, and used more effectively for people and businesses. This course will examine the trends and opportunities surrounding the Internet of Things. Students will learn about the technologies, hardware, and software that underpin the Internet of Things. The course will examine a variety of end-market Applications in our homes, businesses and cities. Finally, students will learn about the many career opportunities that the Internet of Things will enable.

Construction: Fundamentals and Careers
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the evolving industry of construction! In addition to building on

standard concepts such as technical skills, project planning, and regulations, students will learn about the variety of career possibilities within construction. They will also explore the entrepreneurial side of construction and discover what it takes to start and run your own business in this field. Finally, the course will look towards the future and analyze trends in green materials, energy efficiency, and technology to determine how these will impact the homes we build and live in.

Cybersecurity

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In the Cybersecurity course, students will learn about the practice of protecting networks, systems, and programs from digital attacks. They will better understand the aim of these attacks, such as destroying information, extorting money and resources, or disrupting business operations. They will learn about the challenges and opportunities that implementing cybersecurity measures can present. As attackers become more innovative, it is more important than ever to have effective cybersecurity channels in place to counter them. Students will learn about countermeasures and role recovery and their integral function in the cybersecurity realm. Additionally, students will learn what makes certain networks and systems more vulnerable to attacks. They will become adept at identifying potential viruses, worms, threats, and malware. The Cybersecurity course acts as a foundation on which to build extensive knowledge about threats to digital security.

Drones: Remote Pilot+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students to take the Federal Aviation Administration (FAA) Part 107 exam, also known as the Unmanned Aircraft General – Small (UAG) exam, which is essential to becoming a commercial drone pilot. The field of unmanned aerial vehicles is growing rapidly, as the opportunities to use them for search and rescue, photography, recreation, inspection, and many others continue to multiply. Students will learn the critical facts to prepare for the test's topics, which include: regulations, airspace & requirements, weather, loading & performance, and operations. The course will conclude with a look at the most promising careers in the field of drones.

Early Childhood Education 1+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn, and grow is a point that is highlighted throughout each lesson.

Early Childhood Education 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Early Childhood Education 1

Course Description

The Early Childhood Education II Course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice (DAP) and how to implement these strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge. Additionally, this course will prepare students for the Child Development Associate (CDA) certification exam.

Education & Teaching Advanced

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course is designed to prepare future educators for the classroom they will inherit! It starts with a history of education and how blended, adaptive, and personalized learning are coming to the forefront in learning. It then explores new and emerging technologies, along with their current and future impact on education. Throughout the course, students will explore a wide range of career possibilities in the education field and evaluate both the promises and pitfalls of technology in education.

Entrepreneurship & Small Business+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students for the Entrepreneurship and Small Business Certification exam. This certification has been designed to test concepts around starting and managing a small business. These topics include entrepreneurship, evaluation of opportunities, preparation to start a business, operation of a business, marketing, and management of finances. Students gain insights and understand real-world applications that will not only allow them to succeed in passing the certification exam, but also in successfully starting, working in, or running a small business.

Fundamentals of Bitcoin & Cryptocurrency

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Upon completion of this course, students will understand bitcoin, including its history, development, and context within the modern global economy. Students will learn the basic cryptographic principles that underlie bitcoin, and gain confidence by demonstrating strong security principles in storing and transaction bitcoin. Key principles such as mining, wallets, and hashing will be introduced. And finally they will be familiarized with the nascent industry of digital currencies and how they function.

Fundamentals of Blockchain & Cryptography

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Blockchain seems to be the latest buzzword that the business world is talking about. But what is it? And why should a high school student care? This course will seek to answer those questions. It will strip away the layers of complexity and sophistication to help students understand the key concepts of the blockchain. The course will introduce and discuss areas where blockchain has the greatest potential.

Health Management & Information Systems

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive world of healthcare information and management. Throughout the modules, students will learn about the history of the healthcare system as well as the current best practices in the field. They will explore the innovative technologies being developed and applied in patient care and patient privacy. Students will become familiar with the specific terminology utilized within the clinical and information technology systems. Students will investigate the complexities of the business of healthcare including data organization and security considerations. Finally, students will identify the ways in which communication and leadership go hand in hand with a thriving career in healthcare information and management systems.

Introduction to Artificial Intelligence

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course teaches what every student should know about Artificial Intelligence. AI is a fast moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.

Javascript Game Design

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! Accelerate Education is offering a JavaScript game design online course for grades 6-12. This course will teach students JavaScript through coding multiple computer games including, pong, fish, a platformer and tower defense! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes no coding

experience and includes self graded quizzes and tests. Students will also upload their work at the conclusion of each project while creating an online portfolio. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Javascript Tower Defense

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! This course will teach students JavaScript through a tower defense game! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes some coding experience and includes graded quizzes, project uploads, and teacher requirements. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Java SE 8 Associate+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Java SE 8 course is designed to provide preparation for the Oracle Certified Associate (OCA) exam. Throughout the course, students will learn about Java from the basics to string builder methods. They will spend a significant portion of the course learning about the basics of Java, data types, operators, arrays, loop constructs, encapsulation, inheritance, exceptions, and API.

LEED Green Associate+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the LEED process. LEED, or Leadership in Energy and Environmental Design, is the global standard for green building certification. Throughout the course, students will gain an understanding of the various components of green building. The theme of sustainability and sustainable construction is woven throughout each module both in terms of physical environment and as it pertains to LEED certification. Additionally, this course prepares students for the LEED Green Certified Associate certification exam.

Microsoft Excel+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Microsoft Excel. Students will get an insight into the use of the product within the business setting. Over 8 modules, students will learn everything from absolute basics like navigating Microsoft Excel to performing complex tasks like formulas and functions. This course prepares students for the Microsoft Office Associate: Microsoft Excel Certification.

Microsoft Outlook

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will navigate Microsoft Outlook, which is the preferred email client for sending and receiving emails from the Microsoft Exchange Server. Outlook includes access to contact, email, calendar, and task management tools. Microsoft Outlook is a component of Office 365 and the Microsoft Office suite, including Microsoft Excel and PowerPoint. From fundamental processes like adding an account to more complex tasks such as customizing features to better accommodate specific needs, students will explore all that Microsoft Outlook can do.

Microsoft Powerpoint+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3DModels, Animations, and Transitions. This course prepares students for the Microsoft Office Associate Microsoft PowerPoint Certification.

Microsoft Word+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation to performing complex tasks like graphic elements and collaboration. This course prepares students for the Microsoft Office Associate Microsoft Word Certification.

Networking+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Networking course identifies the key principles of Networking in today's connected world. From network fundamentals and componentry to automation and programming, students learn the details of network access, connectivity, and security essentials. Through engaging interactivities, simulations, and projects, students will explore these networking concepts to further their career potential in this field. This course also prepares students for the Cisco Certified Network Associate (CCNA) certification exam.

Project Management+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
The Project Management course is intended to identify the key components of a career as a project manager. Students will review the basics in project management terminology, such as designating distinctions among projects, products, programs, and portfolios. They will delve into concepts like managing deliverables and creating engaging relationships with stakeholders. The primary components of project planning will be laid out and described in detail. Students will explore teams and organizational structures. They will discover project management tools and innovation being used in the industry. Overall, they will develop a greater understanding of the mechanisms that are in place to effectively carry out projects of any size through specific project management techniques.

Python Multiplayer Adventure
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Python is a powerful language designed to do just about anything! This course allows students to learn Python by first completing a text based console game and then turning it into a multiplayer adventure! Students will not only learn Python from going through the individual lessons and video reviews but also understand a client server relationship. They will get to code in their own python web server that allows connections through a browser. Students will gain experience using variables, classes, functions, lists, dictionaries, generators and proper Python formatting. Our Python online course is great for anyone interested in preparing themselves for future coding classes. This course assumes no coding experience and includes self graded quizzes and tests.

Quickbooks
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
In this course, students will explore how to start using QuickBooks Online. Learning this widely used accounting software will allow users to contribute to a large company's accounting team, or to use it independently as a small business owner. Students will learn how to complete administrative and accounting functions within QuickBooks. These include basics such as setting up lists, customers and products, to more complex tasks like managing journal entries and creating reports. Additionally, they will learn about the various services and products that can be added. As students learn about the accounting functions, they will discover how to record transactions, expenses, and receipts.

Roblox Worlds Coding with LUA
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Each individual lesson is made up of multiple lesson pages to teach a coding concept with text and visuals, provided in lesson practice and a step by step activity for students to add newly learned code to their existing game file. Grading will be based on quizzes, project uploads, and teacher requirements.

Robotics: Applications and Careers
Grade level: 9-12
Credits: 0.5

Prerequisite Courses: None

Course Description

It seems like many elementary to high school robotics courses are focused on coding a simple robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 Applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.

Smart Cities: Technology and Applications

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course will provide students with an overview of smart cities. The course will begin by providing a foundational explanation of what constitutes a smart city and why they are beginning to pop up around the globe. With a firm understanding of what a smart city is, the majority of the course will focus on various aspects of them such as energy, transportation, data, infrastructure, mobility, and Internet of Things devices. The course will conclude with an analysis of careers related to smart cities.

Social Media Business Marketing+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared! This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to Social Media platforms and then goes in-depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field. This course also prepares students for the Social Media Strategist certification.

Startups and Innovation

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right? Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.

Swift App Development

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will learn about Swift App development and its components. Apple developed the powerful and user-friendly programming language Swift for creating iOS, Mac, Apple TV, and Apple Watch apps. Developers have more freedom than ever before, and the open-source app allows anyone with an idea to create something incredible. From planning to navigation to building, students will learn how to take an idea and create something potentially revolutionary!

Teaching as a Profession

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Teaching can be a highly rewarding profession. Throughout the course, students will explore career opportunities within the field of education. They will learn what it means to be a professional in the classroom, whether it be working alongside co-teachers or managing an inclusive and diverse group of students. Students will learn about the code of conduct expected of educational professionals. Students will explore the history and best practices in the teaching profession as well as professional development opportunities. They will discover what it means to emerge as leaders in the field.

The History of Gaming and Esports

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and esports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.

Transportation Technologies

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the newest and most cutting edge futuristic transportation technologies out there. Students gain familiarity with the history of transportation development and understand a framework with which to evaluate new transportation modes. Then the course dives into 10 different technologies on the horizon. Students examine the technologies, the pros and cons of each mode, and explore potential career paths in these emerging fields.

Wearable Technology Innovations

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

From hearing aids to pedometers to smart watches, humans have made and worn devices to overcome physical deficiencies, count their steps, and communicate. With the continued miniaturization of chips and sensors, combined with increasing sophistication of artificial intelligence, wearable technology has proliferated into countless end-markets. This course will introduce students to wearable technologies and the components and software that make these technologies possible. The course will also evaluate several applications of wearable technologies in various industries. Finally, the course will examine and discuss the implications of wearable technology, including its pros and cons, and potential implications to our health, privacy, and society.

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

1. Amend Schedule 7-2, Curriculum, by replacing the current document with the document attached as Tab A.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: 10-8-2024

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: October 9, 2024

Muskegon Covenant Academy
125 Catherine Ave
Muskegon, MI 49442

High School Curriculum Guide

2024-2025

v.2 - Updated 9/2024

Mission Statement

The Muskegon Covenant Academy (MCA) provides dropout youth, ages 16-22 years, hope and the opportunity to earn their high school diploma. MCA believes that all students are valuable members of our community. MCA students will be guided by a caring, compassionate staff that will provide students with an academic foundation guiding them to post-secondary careers, training and college. MCA believes providing this foundation for our youth will prevent youth homelessness and incarceration. This will be done with absolute respect and unconditional love while offering hope and encouragement to all students.

Vision Statement

The Covenant Academies Foundation will fulfill its mission of providing educational opportunities to dropout youth who are at great risk. In the spirit of open enrollment, educational services will be offered to all youth who seek help, with a priority of concern and commitment to those for whom are most at risk and no other service is available. We will make every effort to work with their families when applicable. We will collaborate with kindred community agencies and associations and actively participate in community efforts to improve the life situations of our students. We will advocate with and on behalf of our youth to raise awareness in the community that all children and youth have the right to pertinent education, and to love, respect and genuine concern. Our individual and shared philosophy will permeate all our activities in the pursuit of our mission.

Core Values

1. We believe all students in our community who have disengaged, and left school deserve a chance at growth opportunities that may lead to a high school diploma and a more secure life.

2. We believe our mission is to take in students as they are and through unconditional love and absolute respect help them grow emotionally and academically.

3. We believe retention, academic achievement, and personal growth along with individual and achievable goals will help our students live more productive lives.

4. We believe our staff provide an environment that manifests growth and breaks down barriers in order to prevent homelessness and incarceration.

5. We believe in collaborating and working in partnership with community agencies and associations to improve the quality of life for our students.

6. We believe in providing year-round educational opportunities that build trust, provide hope, and develop a support system for each individual student.

Instructional Delivery Method

Muskegon Covenant Academy serves students 15-22 years of age and offers a high school diploma upon meeting the academy's graduation requirements. Typically, all the students have entered the ninth grade at a previous school or schools and have since dropped out. The profiles of the students entering MCA range from students with 9th grade through 12th grade credits and a variety of ability levels. Students will earn credits toward a high school diploma by meeting the requirements of the Michigan Merit Curriculum (MMC).

MCA uses a blended learning model of instruction to address the individualized learning needs of our students. The flexible school schedule is designed for students to pursue their high school diploma and their need for strong communication and relationship skills necessary for the world of work and a successful life. Our approach to education is twofold. MCA uses the Canvas Platform which is a Learning Management System (LMS) that allows students to work at their own pace and potentially at a time that fits their schedule. The second part of our education model is teaching, learning and engagement through direct instruction, lessons and activities in the classroom. These lessons may be in addition to, or instead of, the lessons in Canvas. All instruction is delivered by certified, content area teachers who individualize and customize instruction according to the needs of the student. At times, this instruction will take place in a face-to-face setting, other times this might be live-streamed and recorded to be available to all students online through a teacher's Google Classroom or Canvas. Research shows that students engage more and learn best through in-person instruction that is designed to meet students' needs, address gaps in learning, is hands-on, and is stimulating. Whenever possible, instruction will also address post-secondary training, including Career/Technical training facilities in the local community. In addition to instruction, all staff members, not just teachers, are trained to support the social, emotional, safety, and well-being of each student. Learning cannot happen if basic needs are not being met.

MCA is committed to offering its students the highest quality education on the most convenient and easy to use platform. Our curriculum is designed by StrongMind to help students gain the knowledge and thinking skills they'll need for life, work, and post-secondary education. To ensure that each student reaches his or her full potential, teachers structure classes so students are being taught the most important concepts while also blending self-paced learning to assist in mastery.

StrongMind Curriculum

Muskegon Covenant Academy uses the curriculum provided by StrongMind. StrongMind specializes in blended curriculum where students are provided with robust instructional activities informed by research and best practices. StrongMind couples pedagogically sound practices with rigorous content to provide an engaging and meaningful educational experience designed to equip students with the knowledge and skills necessary for them to achieve their full potential as adults. Both the asynchronous and synchronous instruction is designed to promote deeper learning that can be applied across situations to allow students to be successful in education, work, health, and other life contexts. The courses offered by StrongMind include activities, such as project-based learning, that foster the metacognitive and interpersonal competencies students need to become lifelong learners and gain important skills necessary for collaboration and

communication. Universal Design for Learning (UDL) researchers recommend using mastery-oriented feedback to increase engagement and motivation to emphasize effort and practice rather than a fixed notion of performance. As students engage with the online portion of the StrongMind curriculum, they receive immediate and specific feedback as they complete practice and assessment activities. Through the use of targeted, response-contingent feedback, students learn not only if their answer is correct or incorrect, but why. StrongMind courses utilize UDL principles to address variability in learners, reduce barriers, and create a digital learning environment that is usable to as many students as possible. In offering students multiple means of representation, action and expression, and engagement, StrongMind provides a learning approach that offers flexibility in the ways students access learning material, engage with it, and demonstrate what they know. Tools embedded within the courses also allow instructors the flexibility and control they need to provide students with the individualized support they require to ensure success.

Reading and Math Proficiency

Muskegon Covenant Academy recognizes the immense impact reading and math proficiency have on a student's future success. For instance, students who are not proficient in reading by the end of 3rd grade are more likely to experience attendance, behavior, and course completion challenges. These challenges are predictors of grade retention and dropping out in later years. MCA provides both math and reading intervention for students who need additional assistance to improve their basic skills. MCA has a goal that, upon graduation, each student will successfully demonstrate 9th grade reading and 7th grade math proficiency. Reaching this goal will help to ensure students have the necessary skills to transition successfully to post-secondary opportunities. While math and reading intervention are available to all students at school, MCA specifically schedules students for Recovery classes, based on proficiency levels determined through a skills assessment at enrollment, which will provide additional reading and/or math support and intervention.

Graduation from Muskegon Covenant Academy

1. Graduation from Muskegon Covenant Academy implies that students have satisfactorily completed an approved course of study, have met the requirements laid forth via the Michigan Merit Curriculum and have passed any examinations and/or other requirements established by the school district.

2. It is the responsibility of the Director of Academic Progress and School Leader to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.

3. Students are grouped into grades 9-12 by the amount of credits they have earned. The movement of students through the curriculum will be based strictly on their individual progress through the earning of credits.

4. The Career Planning and Work Readiness Class is a required class for graduation. Any other similar course that is taken through a community agency in partnership with MCA, must be

successfully completed to fulfill this requirement. Students will be expected to successfully complete the course work as well as the Final Portfolio. If a student has successfully completed a similar course, based on their transcript, they will only be required to complete the Final Portfolio (as determined by school administration).

5. Muskegon Covenant Academy requires 19 credits to graduate. Of those, 18 credits are courses set forth from MDE through completion of the Michigan Merit Curriculum. The remaining 1.0 credit is earned from successful completion of a reading and math proficiency course. *(see below for more information)*

State of Michigan Graduation Requirements

19 Credits are required to earn a Muskegon Covenant Academy Diploma

One credit is the equivalent of two semesters (0.5 credits for each semester)

SUBJECT AREA	DESCRIPTION	PERSONAL CURRICULUM (PC) MODIFICATIONS*
English Language Arts (4 credits)	1 credit in each grade (9^{th}, 10^{th}, 11^{th}, 12^{th})	No modification
Mathematics (4 credits)	1 credit in Algebra 1 credit in Geometry 1 credit in Advanced Algebra (Alg.II) 1 credit in a math or math-related course *(The below .5 credit in Personal Finance can also be used to fulfill .5 of this 1 credit)* .5 credit in Personal Finance (*beginning with the 8th grade class starting fall 2023)* ❖ A math or math-related course is required in the final year of high school	Complete 3.5 math credits Complete a math or math-related course in final 2 years of HS Modify Advanced Algebra credit if: ❖ Complete just ½ credit of Advanced Algebra ❖ Complete a CTE program with same content as Advance Algebra ❖ Complete ½ credit of statistics, functions and data analysis, or technical math
Science (3 credits)	1 credit in Biology 1 credit in Physics or Chemistry 1 credit in any science, computer science or Career & Technical Program (CTE) (regardless of content)	No modification

Social Studies (3 credits)	1 credit in U.S. History 1 credit in World History .5 credit in Government .5 credit in Economics	No modification until 2 credits of Social Studies completed No modification of Civics Exchange 1 credit of social studies (not Civics) for an additional credit in English, math, science, or world language Exchange 1 credit of social studies (not Civics) for a CTE program
Physical Education and Health (1 credit)	.5 credit in Physical Education .5 credit in Health	Exchange ½ credit of Physical Education for additional credit in English, math, science, or world language Exchange ½ credit of Physical Education for a CTE program No modification of Health
Visual, Performing, Applied Arts (1 credit)	1 credit in Visual, Performing, and Applied Arts (VPA)	Exchange 1 credit of VPA for additional credit in English, math, science or world language Exchange 1 credit of VPA for a CTE program
World Language (2 credits)	2 credits in a World Language ❖ 1 of the 2 credits may be earned through a CTE Program. ❖ 1 of the 2 credits may be earned through an additional VAPA credit.	No modification
Online Learning Experience	One experience or multiple experiences incorporated into one	No modification
Reading Proficiency	.5 credit in reading proficiency	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.
Math Proficiency	.5 credit in math proficiency course	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.

*Additional modifications may apply to transfer students who have completed two years of high school.

High School Graduation Requirement for World Language
Meeting the Requirement and Verifying Proficiency

Muskegon Covenant Academy uses the following criteria to determine credit toward the world language and proficiency requirement:

Two Credits
Students may earn the two (2) world language credits by successfully:

- Completing two (2) credits in the SAME world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice High-level is equivalent to two (2) credits or two (2) semesters in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic year in which classes were conducted in the language for which credit is sought.

One Credit
Students may earn the one (1) world language credit by successfully:

- Completing one (1) credit in a world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice Mid-level is equivalent to one (1) credit or one (1) semester in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic semester in which classes were conducted in the language for which credit is sought.

Language Options
Students may fulfill the world language requirement using any of the following options:

- Languages that are both written and spoken (e.g., Spanish and French)
- Languages that are no longer spoken (Latin)
- Other languages as available (e.g., American Sign Language, Arabic, Japanese, Mandarin)

Testing Out Procedure

In compliance with the Michigan School Code, Muskegon Covenant Academy will allow students to "test out" of a subject area for credit. To test out, a student must exhibit mastery of course content by attaining a grade of 80% or better on a comprehensive final examination. Because some end of the year exams do not serve as comprehensive measures of mastery of skill and/or content, the student may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performance, papers, projects, and/or presentations.

The following requirements will apply to the testing out procedure:

1. Credit earned will be based on successful mastery of the required assessment and recorded as "CREDIT" (CR).
2. The grade will not be included in the computation of the grade point average.
3. Credit will be accepted as fulfillment of a requirement in a course sequence.
4. Once credit is granted by "testing out", a student may not receive credit for a lower course in that course sequence.
5. Credit toward fulfillment of graduation requirements will be granted for successful achievement of 80% or better on the final examination and/or completion of additional assessments mentioned above.

It is the discretion of the school to determine if test out requests are given on specific dates throughout the school year or are completed on an as needed basis. Specific dates for "testing out" will be published in advance. Students may request a course syllabus and course outcomes to prepare for the examination and/or additional assessments.

NCAA eligibility may be affected by choosing the Testing Out option.

Postsecondary (Dual) Enrollment

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all the following conditions are met:

1. Students are in grade 9 through 12

2. Students can qualify for dual enrollment by taking one of the following assessments:

3. Students must be enrolled in both Muskegon Covenant Academy and postsecondary institutions during MCA's regular academic year and must be enrolled in at least one high school class.

4. MCA must not offer the college courses. An exception to this could occur if it is determined that a scheduling conflict exists, which is beyond the student's control.

5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education; must be at least three (3) college credits; and are offered for credit at the college.

6. MCA provided Advanced Placement (AP) classes qualify as post-secondary options available to students and must be completed prior to eligibility for a post-secondary course in that subject matter at a separate post-secondary institution. Situations may exist for school administration to consider exceptions based on post-secondary curriculum goals.

7. Michigan Merit Curriculum content expectations for post-secondary coursework must be determined to meet MMC requirements to be eligible for completion of the MMC graduation requirements. However, students may concurrently be enrolled in like post-secondary subject matter if the student meets all other eligibility for dual enrollment.

8. School districts are required to pay the lesser of:

a. the actual charge for tuition, mandatory course fees, material fees and registration fees; or

b. that state portion of the students' foundation allowance adjusted to the proportion of the school year they attend the postsecondary institution.

If you have any questions about Dual Enrollment, please contact the Supervisor of Academic Progress. Without approval, the student assumes the financial responsibility for the course(s).

Please refer to the following website for additional information as it relates to Postsecondary Dual Enrollment Options:https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html

NCAA eligibility may be affected by choosing the Dual Enrollment option.

Dual Enrollment Readiness
Qualifying Assessments and Scores 2022-23

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530
AP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

Please note: For the 2020-2021 school year student may qualify with a GPA. of 2.5 or higher.

**There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

**This is the most recent set of qualifying scores released from MDE*

Class Standing According to Credits Earned in the Core Areas

Class Standing	Grade Level	Credits Earned Range
Freshman	Ninth (9)	0-4.5
Sophomore	Tenth (10)	5.0-9.5
Junior	Eleventh (11)	10-14.5
Senior	Twelfth (12)	15-19

Title 1 Schoolwide Programming

Muskegon Covenant Academy receives supplemental Title I federal funding to support all students struggling academically. Muskegon Covenant Academy recognizes the importance of parental involvement in the educational process. Parents and students are invaluable partners in our mission to prepare students for high school graduation. We encourage all our parents to participate in activities such as our annual Title I Meet Up, Orientation, quarterly conferences (subject to change), and MiCIP. An Annual Title I Parent Meet Up is held in compliance with ESSA laws at a convenient time, allowing parents to learn about the school's program and their rights as partners in their child's learning. Parents will be asked to review requirements and their right to be involved in Title I programs. Parents will be invited to communicate with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement Policy over the course of two weeks following the Annual Parent Meeting. The Title I Coordinator will send a follow up survey after the Annual Title I Parent Meeting. The survey will provide parents an additional space for sharing suggestions in writing.

Special Education

Muskegon Covenant Academy meets the individual needs of students by using specially-designed instruction with a standards-based curriculum. Frequent assessment of student progress is necessary. We deliver special education programming and related services to MCA students with disabilities at no cost to the parent, guardian, or student. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

Under the Individuals with Disabilities Act (IDEA), Michigan outlines the legal guidelines for procedures involving programs and services for eligible students from birth to 26 years of age. Child Find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 26, who need early intervention or special education services. In addition, Muskegon Covenant Academy makes the assurance that students with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these

students with a free, appropriate, public education.

504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria for special education may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Students are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

If you have questions about your students 504 Plan please contact MCA's School Leader.

English Learners (EL)

Muskegon Covenant Academy will increase English proficiency of English Learners (EL) and meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically based research and demonstrate the effectiveness of English proficiency and achievement in the academic content area. In compliance with state and federal law, any student identified as an English Learner will be identified by Muskegon Covenant Academy and will be supported accordingly. If you are an EL student, you are required to take state mandated WIDA testing at a designated testing site. MCA has EL support, students may be required to meet with that support staff weekly.

Online Addendum

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.

Assessments

Muskegon Covenant Academy believes that both formative and summative assessments are critical to measure academic growth and development. Results from assessments inform decisions regarding programming, where to focus instruction, and analyze individual student progress. The following assessments are a requirement for all students:

MME: Michigan Merit Exam

- The MME assesses students in grade 11 and eligible students in grade 12 and consists of the SAT plus Writing, the ACT WorkKeys, and the M-STEP.
- Students in grades 9 and 10 will be administered the PSAT 9/10.
- Muskegon Covenant Academy bases the grade level on credits earned.
- The MME is state mandated and required by MDE.

- Students must take all portions as directed by MDE to comply with this requirement.
- All tests within the MME will be administered during the school day, within a testing window of dates designated by MDE.

WIDA: English Proficiency Assessment

- All students grade 9-12, as determined by credit count, in our English Language Learner (EL) program.
- Administered through an online platform, in person, in the early Spring.
- Measures students' English proficiency as well as their comprehension of academic language.
- MDE mandates that all EL students test every year until his/her scores meet the criteria to exit the EL program.

NWEA: Northwest Evaluation Assessment

- All grades 9-12 as determined by credit count.
- Administered a total of 3 times per year – Fall, Winter, and Late Spring.
- Measure's student growth and achievement in the areas of reading and math.
- Data used to prescribe individualized instruction for students.

Muskegon Covenant Academy

COURSE OFFERINGS

StrongMind Curriculum

Course Overview

MATH

4.0 credits required

Course Name	Credits	Grade Level	Duration	Meets MMC Reqs	Prerequisite
Algebra 1 *(Honors also available)*	1.0	9-12	One Year	Algebra 1	None
Geometry *(Honors also available)*	1.0	9-12	One Year	Geometry	Algebra 1
Algebra 2 *(Honors also available)*	1.0	9-12	One Year	Algebra 2	Geometry & Algebra 1
Extended Algebra 2	2.0	9-12	Two Years	Algebra 2 **&** 4th Year Math Requirement	Geometry & Algebra 1
Financial Mathematics	.5	9-12	One Semester	Personal Finance Requirement **&** .5 credit of 4th Year Math Requirement	Algebra 1
College Preparation Mathematics	1.0	11-12	One Year	4th Year Math	Algebra 1 & 2 and Geometry
Consumer Math	1.0	9-12	One Year	4th year math	Algebra 1
Personal Finance	.5	9-12	One Semester	4th year math	Algebra 1
Applied Mathematics	0.5	9-12	One Semester	4th year math	Algebra 1
Pre-Calculus	1.0	9-12	One Year	4th year math	Algebra 1 & 2 and Geometry
AP Calculus	1.0	11-12	One Year	4th year math	Algebra 1 & 2, Geometry, Pre-Calculus and teachers recommendation

AP Statistics	1.0	11-12	One Year	4th year Math	Algebra 1 & 2, Geometry, and teachers recommendation

Algebra 1 *(Honors Algebra 1 also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Math 8 or equivalent

Course Description

First Semester: This course explores the application of properties to simplify expressions with exponents and radicals; relationships between rational and irrational numbers; solving linear equations and inequalities; applying knowledge of linear equations and inequalities to solve and graph systems of linear equations and inequalities; applying operations on polynomials; factoring quadratic expressions; and solving quadratic equations using different methods.

Second Semester: This course explores the analysis of different types of functions presented as equations, graphs, tables, and verbal descriptions; identifying key features applied to real-world problems; using key features to compare different types of functions; transformations of functions; statistics; interpreting and analyzing data sets; as well as causation and correlation.

Geometry *(Honors Geometry also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1

Course Description

First Semester: This course explores writing formal proofs and constructing geometric figures. Topics include: transformations to explain the concepts of congruent and similar figures, with a focus on the properties of congruent and similar triangles. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations.

Second Semester: The course explores writing formal proofs and constructing geometric figures. Topics include: slopes, midpoints, distance formula with a focus on their applications in coordinate proofs, theorems about circles and concepts related to circles; and two- and three-dimensional figures and probability.

Algebra II *(Honors Algebra II also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: This course explores solving quadratic equations with complex solutions and performs operations on polynomials; uses polynomial identities to solve problems; analyzes polynomial functions using different representations; solves polynomial equations graphically; works with rational functions; and performing arithmetic operations on rational functions to graph them.

Second Semester: This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle

to understand them, graphing sine, cosine, and tangent functions; and exploring key features to prove and apply trigonometric identities.

Extended Algebra 2

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: (Algebra 2a.1) This course explores solving quadratic equations with complex solutions and performing operations on polynomials, using polynomial identities to solve problems, analyzing polynomial functions using different representations, solving polynomial equations graphically, working with rational functions, and performing arithmetic operations on rational functions to graph them.

Second Semester: (Algebra 2a.2) This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graphing sine, cosine; tangent functions, and exploring their key features to prove and apply trigonometric identities.

Third Semester: (Algebra 2b.1) This course explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of function families.

Fourth Semester: (Algebra 2b.2) This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.

College Mathematics Preparation

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1 & Algebra 2

Course Description

First Semester: This course explores mathematics in real-life situations, such as investments and interest, calculating loans, and annuities. Topics include: comparing and contrasting solutions; interpreting results of calculations in context to a problem; calculating perimeter, area, surface area, and volume; converting units of measurement between different systems; and solving problems using exponential growth.

Second Semester: This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations. Topics include: distinguishing between sets, using Venn diagrams to solve applied problems, probability and permutations, statistics; and calculating and interpreting data.

Financial Mathematics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course investigates how to solve real-life problems, analyze current financial issues of taxes, loans, car leases, mortgages, and insurance. Mathematical processes are used to study patterns and analyze data, algebraic formulas, graphs, and amortization modeling.

Applied Mathematics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course examines how artists, video game developers, and musicians apply mathematical concepts to create; and how biologists use mathematics to measure the distances between cells and gain new insights about the body by applying concepts from geometry, functions, probability, and statistics.

Consumers Math

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1

Course Description

First Semester: This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. This semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping.

Second Semester: This course continues topics learned in the first semester and includes vehicle and home purchasing, investing, and business and employee management.

Personal Finance

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course is intended to prepare students to be successful financial citizens. They will learn their role and responsibilities as a responsible financial planner and saver as well as learn about the services, functions, and products of the financial industry. In addition, they will make informed buying decisions and understand personal taxation, wills, insurance, and contracts. Finally, they will learn about saving and investing as well as consumer credit and loans.

Pre-Calculus

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First Semester: In this course, students will understand and apply concepts, graphs, and applications of a variety of families of functions including polynomial, exponential, logarithmic, logistic, and trigonometric. An emphasis will be placed on use of Appropriate functions to model real-world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments and on examinations.

Second Semester: This course covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections, and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph

AP Calculus

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry, Pre-Calculus

Course Description

First semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational Approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

Second Semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

AP Statistics

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part A, students will explore: One-variable Data, Two-Variable Data, Collecting Data, Probability, Modeling probability, Sample Proportions and the Central Limit Theorem. Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

Second Semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part B, students will explore: Hypothesis Testing for Proportions, Testing Two Proportions, Hypothesis Testing for Means, Testing Two Means and Matched Pairs, Chi-Square Testing, Inferences About Slops Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

ENGLISH

4.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
English 9 *(Honors also available)*	1.0	9	One year	English 9	English 8 or equivalent
English 10 *(Honors also available)*	1.0	10	One year	English 10	English 9 or equivalent
English 11 *(Honors also available)*	1.0	11	One year	English 11	English 10 or equivalent
English 12 *(Honors also available)*	1.0	12	One year	English 12	English 11 or equivalent
AP English Literature & Composition	1.0	12	One Year	English 12	English 11 and teachers recommendation

English 9 *(Honors English 9 also available)*

Grade level: 9
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: ELA 8 or equivalent

Course Description

First Semester: This course explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include The Princess and the Goblin by George MacDonald, and others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, figurative and connotative language; and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include Anthem by Ayn Rand and other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.

English 10 *(Honors English 10 also available)*

Grade level: 10

Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 9 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning; textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language; and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues, and affixes. Writing topics include an informational essay and an argument essay.

Second Semester: This course explores reading, writing, and analysis of literary texts from around the world and across history. Readings include Antigone by Sophocles and others to demonstrate understanding of textual evidence, themes, inferences, characterization, figurative language, figures of speech, and literary devices; as well as building foundational knowledge of context clues, word nuances, affixes, phrases, clauses, and parallel construction. Writing topics include a literary analysis essay and a personal narrative essay.

English 11 *(Honors English 11 also available)*

Grade level: 11
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 10 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay..

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include poetry and drama, such The Crucible by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Comparing works from different time periods, reviewing context and word nuances, and learning about punctuation, style manuals, phrases, clauses, and parallel structure to improve reading and writing skills. Writing topics include a fictional narrative and a literary analysis.

English 12 *(Honors English 12 also available)*

Grade level: 12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 11 or equivalent

Course Description

First Semester: This course explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.

Second Semester: This course analyzes narrative texts from British literature—from the Middle Ages through modern times. Demonstrated skills include explicit and implicit meanings, figurative language,

literary devices, central ideas, themes, and narrative and structural elements. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting two British literature texts of different eras.

AP English Literature & Composition

Grade level:
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 11 and teachers recommendation

Course Description

First Semester: This course helps students prepare to take the Advanced Placement Language and Composition Exam™ administered by the College Board. The first semester focuses on the concepts and skills needed to analyze argumentative texts and to build solid arguments — starting with the choices that experienced authors make when they write to persuade an audience. Students learn and Apply best practices for constructing, revising, and refining their own arguments. Writing assignments in Semester A include rhetorical analysis of straightforward written arguments as well as satirical texts and visual approaches to persuasion. Students will be asked to develop several formal argumentative essays and also to practice new skills by writing less formal journal entries throughout the semester. The pace and level of work required by this course is similar to that required in a college-level composition course, so students should be prepared to work independently and to complete all assignments in a way that makes good use of their time.

Second Semester: The second semester of AP English Language and Composition focuses on writing tasks that require synthesis and documentation. Students will analyze many examples of synthesis essays and apply what they learn as they create their own texts based on multiple sources. They will also take a closer look at the use of visual and multi-modal or multimedia evidence when used as support for an argument, and they'll consider how to incorporate these unique approaches into their own attempts at persuasion. Semester B will ask students to work toward improving and refining the style with which they deliver arguments, including the use of rhetorical devices, varied syntax, and grammatical concepts essential to academic discourse. Writing assignments in Semester B include the analysis and construction of multimedia arguments, studies in style, and research-based projects that require the synthesis of information and ideas. As in Semester A, the pace and level of work required by this course is advanced and substantial, so students should be prepared to work independently and thoroughly on all assignments.

SCIENCE

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Physical Science	1.0	9-12	One Year	Chemistry/ Physics	None
Biology *(Honors also available)*	1.0	9-12	One Year	Biology	None
Chemistry *(Honors also available)*	1.0	9-12	One Year	Chemistry/ Physics	None
Environmental Science	1.0	9-12	One Year	3rd Year Science	Chemistry or Physical Science
AP Biology	1.0	12	One Year	3rd Year Science	Chemistry, Biology and teachers recommendation
Marine Science	.5	9-12	One Semester	3rd Year Science	None
Physics	1.0	9-12	One Year	Chemistry/ Physics	None
Earth Science	1.0	9-12	One Year	3rd Year Science	None
Anatomy and Physiology	1.0	10-12	One Year	3rd Year Science	Biology
Criminology & Forensics	0.5	9-12	One Semester	3rd Year Science	None

Physical Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines science as a whole and leads to how methods and tools provide scientists meaningful results. Topics include: chemistry to interpret chemical names; formulas, equations, and models to discover the types and properties of reactions and nuclear reactions and their uses; historical perspectives, and the social impacts.

Second Semester: This course explores physics, introduces topics in engineering, and the ways scientists think, communicate, and do their jobs. The topics of motion and force, including the motion of fluids and Newton's law, build a foundation to explore thermodynamics, energy, work, machines, waves, electricity, and magnetism.

Biology *(Honors Biology also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines the basics of biochemistry and how it helps understand biological systems on Earth. Using logical thinking to identify relationships and draw conclusions, the course expands out from the building blocks of biochemistry to individual cells and cell membranes to understand cell division, reproduction, cell energy and metabolism, and photosynthesis.

Second Semester: This course examines the basics of genetics, natural selection, ecology, models of how matter and energy flow through ecosystems, and the technology to see the larger context and implications. Topics include the biological research topics of ethical guidelines in new biotechnology.

Chemistry *(Honors Chemistry also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines basic principles and properties of matter to see its everyday uses. Topics include: atomic models, and predicting chemical reactions to see how scientists can engineer them to solve problems.

Second Semester: This course culminates in the ability to evaluate the ethical and social implications of chemistry-related technologies. Topics include: matter, types of bonds and forces that hold atoms and molecules together, states of matter, phase changes, gas laws, solutions, thermodynamics and kinetics of chemical reactions, chemical equilibrium and electrochemistry, radiation, and the difference between nuclear fission and fusion.

Physics

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: In this course, students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion. Students apply mathematical concepts such

as graphing and trigonometry in order to solve physics problems. Throughout the course, students apply their understanding of physics by playing roles like science museum curator and elementary teacher.

Second Semester: This course continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.

Environmental Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Chemistry or Physical Science

Course Description

First Semester: This course examines the relationships between organisms and the environment, including impacts of research on scientific thought and the environment by using scientific practices, evidence-based data and its display, as well as understanding how data informs societal decision making.

Second Semester: This course examines the relationship between humans and the environment including the past, present and future impacts of resource utilization, identifies pollution of the air, soil and water and its sources; and discusses regulations and actions that can and have been taken to mitigate harm to the Earth.

Earth Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course covers Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.

Second Semester: This course covers the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science Applications.

Marine Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.

AP Biology

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Biology, Chemistry, and teacher recommendation

Course Description

This course is taught at the college level and designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, cell energetics, cellular reproduction and communication, heredity, molecular genetics, evolution, ecology, diversity of organisms, structure and function of plants and animals; and comparative anatomy.

Anatomy and Physiology

Grade level: 10-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Biology

Course Description

First Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Second Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Criminology & Forensics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Criminology and Forensics is a beginner level course on the topics of crime and forensic procedures exploring topics on crime and criminology, witnesses and perpetrators, and the crime lab.

SOCIAL STUDIES

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
World History *(Honors also available)*	1.0	9-12	One year	World History and Geography	None
US History *(Honors also available)*	1.0	9-12	One year	US History and Geography	None
US Government *(Honors also available)*	0.5	11, 12	One Semester	Government	US History & World History
Economics	0.5	11, 12	One Semester	Economics	US History & World History
Civics: Citizenship	1.0	11,12	One Semester	N/A (Elective)	None
World Geography	1.0	9-12	One Year	N/A (Elective)	None
AP U.S Government and Politics	1.0	11-12	One Year	Government	US History & World History and teacher recommendation
Ethnic Studies	0.5	11-12	One Semester	N/A (Elective)	None

World History *(Honors World History also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores key events and historical developments from hunter-gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire. Topics include: The Crusades, feudalism, the plague, Asian empires and

trade routes, effects of the Renaissance and Protestant Reformation, and important revolutions that shaped history.

Second Semester: This course traces the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia. Topics include: the influence of the Industrial Revolution; the impact of imperialism and nationalism on World War I; how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II; 20th-century warfare; the Armenian Genocide; and the Holocaust.

US History *(Honors US History also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores European exploration and the impact Europeans had on the lives of those native to North America. Topics include: the development of the English colonies in North America; causes and effects of the American Revolution; the ratification of the Constitution; causes of the War of 1812; analysis of sectionalism as a common thread; westward expansion; Civil War and Reconstruction; Indian Wars; immigration; and the Second Industrial Revolution.

Second Semester: This course traces pivotal events in American history and presidential administrations as the 21st century dawned. Topics include: The Gilded Age, Progressive Era, World War I, the Roaring Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War; technology innovations, global communications, and the rise of terrorism.

US Government *(Honors US Government also available)*

Grade level: 11-12
Credits: 0.5
Prerequisite Courses: World History & US History

Course Description

This course examines the history and philosophy of the United States government and the guiding principles of democracy. Topics include: analysis of the United States Constitution; functions and duties of the three branches of government; the role of the Supreme Court; civic engagement in political process; the rights and responsibilities of citizens; government systems of the world; political parties; interest groups; and the media in shaping the government.

Economics

Grade level: 11-12
Credits: 0.5
Prerequisite Courses: World History & US History

Course Description

This course explores principles to make informed decisions about personal finance, developing a broader understanding of national and international economic decisions and policies. Topics include: why economics impacts history, distribution of wealth, and quality of life for all members of society.

World Geography

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the five themes of geography, analyzes the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe.

Second Semester: This course continues the exploration of the five themes of geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.

Civics and Citizenship

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares for the Naturalization Test designed by the United States federal government.

AP Government and Politics

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: US History & World History and teacher recommendation

Course Description

First Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to apply a basic comprehension of the U.S. political system to contemporary events.

Second Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to Apply a basic comprehension of the U.S. political system to contemporary events.

Ethnic Studies

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Ethnic Studies is designed to help students to develop a more complex and nuanced understanding of the human experience as it relates to ethnicity, including the factors that influence individual and collective identity. Early lessons in the course guide students to build a conceptual framework for studying ethnicity and ethnic groups, based on the relationships among identity, ethnicity, race, and nationality. At the beginning of the course, students will analyze how cultural assumptions and biases influence both individual identity and people's perceptions of others. Additionally, lessons about the origins of culture in

early civilizations and the ways that humans organized themselves socially as populations increased will provide background knowledge that students need to study ethnicity in the United States. Later lessons introduce the histories and cultures of specific ethnic groups in the United States and help students understand how identity and experience are sometimes shaped by belonging to these groups. Students will then investigate factors that lead members of different ethnic groups to immigrate to the United States and consider how these groups and their cultures have shaped American society. Students will also analyze the power structures that impact the lived experiences of Americans in various ethnic groups, identifying patterns of oppression and resistance throughout each group's history. Throughout the course, students are encouraged to identify and appreciate aspects of their own identity as well as the cultures, strengths, achievements, and values of the major ethnic groups in the United States. A key feature of the course is the emphasis given to the perspectives of individuals from historically marginalized groups that are rarely represented in textbooks. The goal is to add these voices to the larger historical narrative so that students can see themselves and all of their classmates as vital parts of the American story.

World Language

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Spanish 1	1.0	9-12	One year	World Language	None
Spanish 2	1.0	9-12	One year	World Language	Spanish 1
Spanish 3	1.0	9-12	One year	World Language	Spanish 1 & 2
AP Spanish Language	1.0	11-12	One Year	World Language	Spanish 1 & 2
American Sign Language 1 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	None
American Sign Language 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	American Sign Language 1
French 1 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	None
French 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	French 1
French 3 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	French 1 & 2
German 1	1.0	9-12	One Year	World Language	None

(availability based on teacher certification)					
German 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	German 1

Spanish 1

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies; asking for directions; and how to discuss activities with friends using vocabulary associated with restaurants, traveling, and vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru.

Second Semester: This course explores how to discuss school subjects, professions, and daily routines; as well as illness and injury; shopping; and money through reading, writing, listening, and speaking. The course also explores cultures of some Spanish-speaking countries, such as Venezuela, Chile, Ecuador, Guatemala, and Cuba.

Spanish 2

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1

Course Description

First Semester: This course builds reading, writing, listening, and speaking skills in order to discuss social relationships, climate, various animals, fables, holiday customs and traditions, and outdoor activities. The course also explores cultures of some Spanish-speaking countries, such as Paraguay, Puerto Rico, El Salvador, Costa Rica, and Bolivia. Topics include: history, products, traditions, practices, and perspectives of each of these countries.

Second Semester: This course continues to build reading, writing, listening, and speaking skills in order to discuss transportation, extracurricular interests, professions, cuisine, clothing, health, and technology. Topics include: present, past, future, and conditional tenses; present subjunctive mood; explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama.

Spanish 3

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1 & 2

Course Description

First Semester: This course builds reading and writing of informative, argumentative, and descriptive

texts; listening and speaking skills using the indicative subjunctive and imperative moods. The course also explores significant historical events of some Spanish-speaking countries, as well as cultural products, practices, and philosophies.

Second Semester: This course continues acquiring the Spanish language through reading poems and short stories by notable Spanish-language authors. The continuation of writing, listening, and speaking includes exploring behavioral norms in different Spanish-speaking cultures, in order to discuss these topics in the indicative and subjunctive moods in a variety of tenses.

AP Spanish Language

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1&2

Course Description

The AP Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP Spanish Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish Language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of Spanish speaking areas of the world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

American Sign Language 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course provides an introduction to American Sign Language (ASL). The course provides guidance in how to communicate with ASL across a variety of basic subjects, including greetings and introductions, information sharing, personal characteristics, family, traveling, and living spaces. The course also explores details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including fingerspelling and signing parameters.

Second Semester: This course continues to explore introductory concepts in American Sign Language (ASL). The course builds on the first half to guide students in how to communicate on a variety of basic subjects, including with food items, directions, store interactions, job roles, health topics, and plans built around schedules and times. The course also highlights more details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including classifiers and specific grammar rules.

American Sign Language 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: ASL 1

Course Description

First Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). The course begins with a review of cultural facts and ASL rules and concepts from American Sign Language I. New topics that follow include major milestones and famous figures in Deaf cultural history, appropriate etiquette and behaviors in Deaf interactions, ASL literature and performances, and different language styles and skills among Deaf communities, among others. Projects throughout the course will assess knowledge of signing vocabulary and mastery of proper signing form.

Second Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). Topics include the ways to be considered a part of the Deaf community, history of minority subgroups within the community, accessibility options that help deaf people function effectively in everyday society, and common ASL signing approaches and techniques that deaf people are likely to practice. Vocabulary activities provide demonstrations of signs related to topics like money, leisure activities, and thoughts and opinions. Projects throughout the course assess signing vocabulary and mastery of proper signing form.

French 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: French 1

Course Description

First Semester: This course focuses on the continuation and enhancement of language skills presented in Level 1. Vocabulary and grammar structures are revisited and expanded to provide students an opportunity to move towards an intermediate comprehension level. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities, reading of culturally-related articles of interest and responding to reading in the target language. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course continues the enhancement of language skills. Vocabulary and grammar structures are revisited and expanded as students explore other French-speaking areas. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities related to travel, to the Olympics, to natural disasters, and to the space program. Reading of culturally related articles of interest and responding to reading in the target language, along with the use of technology, reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 3 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: French 2

Course Description

First Semester: In this course, students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Second Semester: Coming Soon!

German 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.

Second Semester: This course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.

German 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: German 1

Course Description

First Semester: In this course, students build on grammar and language skills that they acquired during their G1A and G1B courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.

Second Semester: In this course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.

Visual/Performing Arts

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Origins of Art History	.5	9-12	One semester	VPA	None
Modern Art History	.5	9-12	One semester	VPA	None
Fashion Design	1.0	9-12	One year	VPA	None
Graphic & Web Design	.5	9-12	One semester	VPA	None
Interior Design	1.0	9-12	One year	VPA	None
Photography Basics	.5	9-12	One semester	VPA	None
Theater Studies	.5	9-12	One semester	VPA	None
Journalism	0.5	9-12	One Semester	VPA	None
Gaming Unlocked	0.5	9-12	One Semester	VPA	None

Origins of Art History (Prehistory - 1750)

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores art of the prehistoric, ancient, medieval, Renaissance and Rococo periods to understand how to read and interpret art.
**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

ModernArt History (1750 - Present)

Grade level: 9-12

Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores art of the late 1700s to modernity from Western movements in artworks and architecture to China, Japan, Africa, Oceania, Southeast Asia, India.
**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

Fashion Design

Grade level: 9-12
Credits: Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the tools and principles of fashion design. Topics include: the use of color, creation of an inspiration board, fabrics and materials, and tools and machines used by fashion designers.

Second Semester: This course explores the skills and education required in the fashion industry. Topics include: the range of jobs in the industry, skills for success, such as interviewing, workplace communication, and teamwork.

Graphic & Web Design

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores visual communication and explores the range of careers in the field. Topics include: principles of design, ethics of creative fields, and the publishing process.

Interior Design

Grade level: 9-12
Credits: Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the principles and elements of design. Topics include: skills, roles and responsibilities of interior designers, specialties of interior design, history of design, design materials, furniture, accessories, and modern developments affecting interior design, such as the Americans with Disabilities Act (ADA), universal design, and green design.

Second Semester: This course explores career options in residential, commercial, and mobile design, getting credentialed, and networking in professional organizations. Topics include: leadership, group dynamics, codes of ethics; lighting, windows, walls, furniture, accessories, textiles, and floor treatments in residential and commercial designs as well as related information on materials, fabrication, and installation; review of the elements and principles of design, the Americans with Disabilities Act (ADA), and universal design.

Photography Basics

Grade level: 9-12

Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores proper use of photography equipment, how to build a portfolio of work, and describes the steps to starting a career in this field. Topics include: the habits and etiquette of the profession.

Theater Studies

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

Have you ever wondered how a play goes from the playwright's mind all the way into a multi- million dollar Broadway production? In this course, you'll learn the whole process! This course provides a thorough introduction to the theater by providing an overview of major topics in theater studies, with a blend of theoretical and practical lessons. In the first half of this course you will learn about the definitions of theater, theater history, and contemporary theatrical genres. The second of half of the course will guide you through all of the elements of putting on a professional theatrical production. You will learn about the entire production process, from playwriting through opening night, including elements of technical theater, the rehearsal process, and audience response. Whether you're an aspiring actor, technician, director, or producer, or even just an avid theater-goer, this course is for you.

Journalism

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group projects will also be a part of this class. This course is a project based course and does not include traditional tests, unit level understanding is assessed through unit projects.

Gaming Unlocked

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

Gaming Unlocked researches the basics of gaming, from what makes games fun to what makes them work by exploring quality in a variety of games such as mental games, board games, and video games. This course does not require students to know or learn a programming language. The emphasis is on the history and design of games and the different careers available in the game industry.

PE/HEALTH

1.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Health 101	.5	9-12	One semester	Health	None
Physical Education A/B	.5/ 1.0	9-12	One semester/ One year	Physical Education **only PE A is required to meet req*	None
Personal Fitness	1.0	9-12	One Year	N/A (Elective)	

Health

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores how behavioral choices, such as nutrition and physical activity, affect health, then provides information to make healthy choices. Topics include: nutrition and physical activity; growth, development, and sexual health; safety and injury prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Physical Education A/B

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

**Only Physical Education A is required to earn PE credit towards graduation*

Course Description

First Semester: This course examines the importance of physical activity, personal fitness, and healthy eating habits. Topics include: useful techniques and different aspects of sport and recreation, a personal fitness evaluation, the design of a personal exercise plan and tracking of results.

Second Semester: This course explores key concepts that lead to improved fitness, wellness, and overall health. Topics include: description of the human body, including anatomy, physiology, and nutrition; practical applications, such as metabolism manipulation, correct exercise form, and effective programming for personal health goals.

Personal Fitness

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores key concepts from combative sports, gymnastics and tumbling, and a variety of team sports and activities. The focus is on advanced fitness guidelines and cognitive factors that affect performance. Topics include: motor skill development, game strategy, self-evaluation of fitness, setting goals, designing an exercise plan, and tracking results.

Second Semester: This course explores how to develop personalized physical fitness plans while completing physical activities throughout the course. Topics include: how to assess fitness levels, modify fitness goals, evaluate fitness products and programs, leadership, and progress tracking in a daily physical activity log.

Muskegon Career Technical Center (CTC)

The Career Technical Center consortium is a partnership of Muskegon area school districts. Its purpose is to offer specialized "CTC" education courses. These courses meet at various sites "off " the MCA campus. Students earn 3 credits upon successful completion of a full year Career Technical Center consortium class. Please note, not all classes are available each year.

Students who desire to take a Career Technical Center class must take into account the extra burden on their schedules in terms of class and transportation commitments.

CTC Allied Health 3 credits Career Pathways: 2 4 5

Students explore healthcare careers, learn basic anatomy and physiology, and practice patient care skills. Blood Borne Pathogen, CPR, AED, and first aid certifications, as well as English and college credit, are available. Related careers include, but are not limited to, athletic trainer, biomedical scientist, certified nursing assistant, medical assistant, physical/occupational therapist, nurse, pharmacist, physician assistant, radiologic technologist, surgical technologist, and ultrasonographer.

CTC Auto Collision/Refinishing 3 credits Career Pathways: 2 3

Students repair damaged vehicles by learning dent repair, welding techniques, panel replacement, surface preparation, estimating and painting. Automobile Service Excellence (ASE), I-CAR, and OSHA Safety certifications are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, automotive painter, detailer, estimator, and management.

CTC Auto Service Technology 3 credits Career Pathways: 2 3

Students perform alignments, engine rebuilds, brakes and driveline services, engine electronics programming, air conditioning repair, and other general automotive maintenance and services. Automobile Service Excellence (ASE) Student certification. Fourth year math, English and college credit are available. Related careers include automotive service technician, automotive service writer, automotive service manager.

CTC Bio Tech & Engineering 3 credits Career Pathways: 2 4 5

Bio Tech & Engineering is designed for returning Allied Health, Auto Service, Computer-Aided Design, Internet, Network & Security, or Machining/ Engineering Technology students. Students engage in project-based learning that combines science, engineering, and technology. Classmates explain and create solutions to real-world problems proposed by community and business partners. Fourth-year math, English and college credit are available. Related careers include, but are not limited to, computer programmer, engineer, physical therapist, occupational therapist, and biotechnical careers.

CTC Architectural Design 3 credits Career Pathways: 2 3

Students create standard drawings for engineering and architecture, communicate ideas for products and designs, use cutting edge software from the design industry, create 2D and 3D drawings, and practice 3D printing.Fourth-year math and college credit are also available. Related careers include, but are not limited to, mechanical, automotive and aerospace engineering, industrial design, architecture, interior design, CAD/CAM, and construction management.

CTC Construction Trades 3 credits Career Pathways: 2 3

Students learn carpentry, masonry, drywall and roofing as they build an entire house from start to finish. OSHA 10-Hour Construction Safety certification and Michigan 60-Hour Pre-license Builder training are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, skilled trades like plumbing, HVAC, electrical, and masonry as well as drywall, painting, construction management, estimating, sales, and design.

CTC Cosmetology 3 credits Career Pathways: 2 3

Students gain hands-on experience in haircutting, styling, perms, relaxers, coloring, foiling, skin care, waxing, manicures, pedicures, and makeup. Those who complete the necessary 1,500 hours of experience may take the State of Michigan Cosmetology Exam and earn their Michigan Cosmetology License. College credit is also available. Related careers include, but are not limited to, hair stylist, esthetician, salon owner, and salon manager.

CTC Criminal Justice 3 credits Career Pathways: 5

Students serve alongside health care and first responders while participating in mock critical incident training, practice self-defense, learn to process a crime scene, and participate in a mock court trial. CPR, Certified Emergency Response Team (CERT), and Incident Command System (ICS) certifications in addition to English and college credit are available. Related careers include, but are not limited to, law enforcement, courts, corrections, fire, EMT, and homeland security.

CTC Electrical/Computer Technologies 3 credits Career Pathways: 2 3

Students install high/low voltage and data wiring systems, explore alternative energy and robotic programming, use multimeters, wave generators, and oscilloscopes, and operate a computer and electronics repair store. CompTIA A+, Electrical Interim Credential, ETA RESI-Residential Electronics System Integrator, and OSHA 10-Hour Safety certifications are available in addition to fourth-year math and college credit. Related careers include, but are not limited to, electrician, telecommunications technician, home security installer, computer and electronics repair technician, electrical engineering, and robotics technician.

CTC Environmental/Veterinary Sciences 3 credits Career Pathways: 2 4 5

Students explore a wide range of topics within the agriculture, food, and natural resources industries. EVS is a one or two year program that allows students to engage in various activities related to animal anatomy and physiology, animal nutrition and care, greenhouse production, floriculture, beekeeping, and natural resources management. Students will have the opportunity to engage in STEM-centered curriculum and real-world applications of content in our greenhouse, barn, floral shop, and beehives. Several industry-recognized certifications are available. Additionally, high school credit and articulated college credit with various colleges and universities may be earned. Related careers include, but are not limited to, agriculture engineer, bee keeper, biologist, conservation officer, landscape designer, veterinarian, and water quality specialist.
Second year students have the opportunity to engage in work-based placements.

CTC Graphic Production Technologies 3 credits Career Pathways: 1 2 3

Students learn color theory, the elements and principles of design, typography, and other design basics, to create original artwork using professional software and production equipment. Fourth-year math, English and college credit are available. Related careers include, but are not limited to, graphic design, illustration, printing, photo editing, and marketing.

CTC Health Science Academy 3 credits Career Pathways: 2 4 5

This intensive introductory course is designed for the returning Allied Health student. Students learn college-level medical terminology, practice clinical skills in our patient care lab, and participate in work-based learning opportunities at local health care facilities and community-based agencies. Students may earn Basic Life Support (CPR), Healthcare Industry OSHA Certification, BloodBorne Pathogen Certification, HIPAA Training, and optional Certified Nursing Assistant (CENA) or Pharmacy Tech certification, in addition to fourth-year math, English and college credit. Related careers include, but are not limited to, medical assistant, surgical technologist, athletic trainer, pharmacist, physician assistant, and psychologist.

CTC Hospitality & Food Management 3 credits Career Pathways: 1 2 4 5

Students prepare and serve delicious foods, become part of Muskegon County's locally-grown food movement, and experience a day in the life of a manager in several of Muskegon County's and Michigan's most popular attractions. Successful students can earn ServSafe®, ProStart, American Culinary Federation, and School Nutrition Association certifications. Fourth-year math, English and college credit are available. Related careers include, but are not limited to, executive chef; restaurant, food and beverage, or hotel manager; event and conference organizer, travel agent, and tour guide

CTC Machining/Engineering Technology 3 credits Career Pathways: 2 3

Students operate machining tools such as lathes, milling machines, grinders, drill presses, saws, and computer numeric controlled (CNC) machines to produce metal parts to meet precise specifications. Fourth-year math and college credit are available. Related careers include, but are not limited to, machinist, tool and die maker, industrial, mechanical, or manufacturing engineer, and CNC operator or programmer.

CTC Software Design & Development 3 credits Career Pathways: 2 3

Students learn skills in software design and programming (C#), web development (HTML/CSS), game development (Unity), virtual reality (Unity/Oculus), and cybersecurity Students may earn professional certifications such as Certiport certifications in Software Development, Computational Thinking, Artificial Intelligence, HTML and CSS, Unity and more. Related careers include, but are not limited to, software developer, security analyst, video game developer, data forensics analyst, and web developer.

CTC Welding Technologies 3 credits Career Pathways: 2 3

Students develop skills in gas metal arc (MIG), gas tungsten arc (TIG), stick electrode, and flux-core welding as well as plasma/thermal cutting processes. Fourth-year math and college credit are available. Related careers include, but are not limited to, pipefitters, sheet metal workers, iron workers, millwrights, and underwater welding.

CTC Teacher Academy 3 credits Career Pathways: 1 5

Students in The Teacher Academy begin by learning foundational skills to be successful in a classroom including developing relationships and creating community. Then, Teacher Academy students practice these skills in their community working alongside veteran teachers. Throughout the course you'll learn everything from lesson planning, to classroom management, to the different ways students learn.

Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Accounting	0.5	9-12	One Semester	No - Elective	None
AP Computer Science Principles	1.0	10-12	One Year	VPA/3rd Year Science	Intro to Java Programming
Business Law	0.5	9-12	One Semester	No - Elective	None
Character Education	0.5	9-12	One Semester	No - Elective	None
Child Development	0.5	9-12	One Semester	No - Elective	None
Criminology & Justice	0.5	9-12	One Semester	No - Elective	Criminology & Forensics
Entrepreneurship	0.5	9-12	One Semester	No - Elective	None
Intro to Business	0.5	9-12	One Semester	No - Elective	None
Principles of Marketing	0.5	9-12	One Semester	No - Elective	None
Professional Sales	0.5	9-12	One Semester	No - Elective	None
Psychology	.5/ 1.0	9-12	One Semester or One year	No - Elective	None
Public Speaking	.5	9-12	One Semester	No - Elective	None
Study Skills	.5	9-12	One Semester	No - Elective	None

Sociology	.5	9-12	One Semester	No - Elective	None

Accounting

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this semester course, you will explore accounting, including investigating accounting careers. You will learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. You will also learn how to reconcile a bank statement and to prepare payroll records. This course covers the basic principles of financial accounting for individuals and for companies with attention to both the mathematical formulas and to the ethical side of accounting. Each unit has practical exercises including a project at the end of the unit.

AP Computer Science Principles

Grade level: 10-12
Credits: 1.0
Prerequisite Courses: Intro to Java Programming

Course Description

AP Computer Science is a year-long introductory, college-level computer science course. In this course, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts such as modularity, variables, and control structures. College level AP Computer Science is designed to help students prepare to take the Advanced Placement AP Computer Science A Exam ™ administered by the College Board.
The Java Programming course teaches students all Java skills required on the “AP Computer Science A” exam. While it can be taken standalone with no prerequisites, this is one of our most advanced courses, and some degree of technical comfort is recommended.

Business Law

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Students learn about the American legal system. They examine ethics, court systems, criminal law, and law of torts. They examine how the court systems work together, and what misconduct results in going to court. It is important to also understand your consumer rights. As they progress through the course, they will also gain an understanding from a business perspective what is right and wrong business actions and employment laws. As an employee or employer it is important to understand the laws that protect the employee and employer. The study will focus on the formation of a business and the basic legal issues associated with each type of business.

Character Education

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
This course explores values of truthfulness, trustworthiness, responsibility, diligence, and integrity. The course offers specific, real world situations to interpret and connect to these traits to provide safe and appropriate ways to respond in real time. Topics include: identifying bullying, how to develop a bullying-prevention mindset.

Child Development
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.

Criminology & Justice
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Criminology and Forensics
Course Description
Criminology and Justice is a beginner-level course on criminal procedures that explores the criminal justice system, non-forensic evidence, and what happens inside the courtroom.

Entrepreneurship
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Entrepreneurship explores entrepreneurial characteristics, business leadership, and the skills and steps involved in marketing, developing, starting, and exiting a business. Key topics and activities include hands-on projects to apply the knowledge as a small business owner and entrepreneur.

Intro to Business
Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the basic business concepts that will help them understand how a business survives in today's economy and the role that consumers play in the same economy. Students will learn how to balance a checkbook, save for the future, and use credit wisely. Students will also learn how to create a resume and how to participate in a job interview.

Principles of Marketing
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Principles of Marketing explores the interactions between businesses, consumers, and the economy as

well as the role of marketing and how marketers get their information. The course culminates in the creation of a marketing plan.

Professional Sales

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Professional Sales explores the role sales plays in the national economy, the importance of ethical behavior in business. Topics include: how to build, train, motivate, and evaluate a sales team; the role of buying motives; the selling process; and the importance of data.

Psychology

Grade level: 10-12
Credits: .5 or 1.0
Prerequisite Courses: None

Course Description

First Semester: This course explores human behavior, behavior interaction and the progressive development of individuals. Topics include: major theories and orientations of psychology, psychological methodology, human growth and development, individual variation and personality, psychobiology, as well as sensation and perception.

Second Semester: This course explores human social interactions, psychological therapies, and careers in the field. Topics include: psychological perspectives, positive relationships, social and cultural diversity, language structures, memory and cognition, psychological testing, statistical research, stress/coping strategies, and mental health.

Public Speaking

Grade level: 9-12
Credits: .5
Prerequisite Courses: None

Course Description

Public Speaking explores effective communication skills for success in a variety of speaking situations. Topics include: small and large group discussions, delivery speeches in front of audiences, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Study Skills and Strategies

Grade level: 9-12
Credits: .5
Prerequisite Courses: None

Course Description

This course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies,

gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.

Sociology

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.

Muskegon Covenant Academy Required Electives

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Reading Recovery	0.5	9-12	No - meets MCA graduation reqs	None
Math Recovery	0.5	9-12	No - meets MCA graduation reqs	None

Reading Recovery

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Reading Recovery is a short-term intervention designed to accelerate the progress of the lowest performing readers. Some students find it hard to learn to read and write for many different reasons. Reading Recovery class will help these students improve their reading skills and work towards reading at grade level. The Reading Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. In this way, the student catches up with classmates quickly and the help is no longer needed. Fast ForWord is the reading intervention program that is used for Reading Recovery.
Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Math Recovery

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Math Recovery is a short-term intervention designed to accelerate the progress of the students with the lowest performance in math. Math Recovery class will help students improve their math skills and work to close gaps in learning and work towards performing math at grade level. The Math Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. The goal being the student catches up with classmates quickly and the help is no longer needed.
Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Muskegon Covenant Academy Graduation Requirements

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Career Planning and Work Readiness	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None
Career Planning	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None

Career Planning and Work Readiness

Grade level: 9-12
Credits: NA - MCA Graduation Requirement
Prerequisite Courses: None

Course Description

The Career Planning and Work Readiness Class guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success, and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive career transition portfolio that reflects their skills and abilities, as well as their interests, values and goals. The Final Portfolio will include: Resume, cover letter, sample application with references, letter of introduction, sample thank you letter, summary evaluation of mock interviews. The final portfolio will be approved by an instructor or administrator.

Career Planning

Grade level: 12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals.

Career/Technical Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Adobe After Effects	0.5	9-12	One Semester	VPA	None
Adobe Illustrator	0.5	9-12	One Semester	VPA	None
Adobe Indesign	0.5	9-12	One Semester	VPA	None
Adobe Photoshop	0.5	9-12	One Semester	VPA	None
Adobe Premiere Pro	.5	9-12	One Semester	VPA	None
Aeronautics and Space Travel	.5	9-12	One Semester	3rd year Science	None
Agriscience 1, 2, 3	.5 each class	9-12	One Semester	3rd year Science	Cumulative
Architectural Design 1, 2+, 3	.5 each class	9-12	One Semester	VPA	Cumulative
Augmented and Virtual Reality Applications	.5	9-12	One Semester	VPA/3rd year Science	None
Building Maintenance Technology 1, 2+	.5 each class	9-12	One Semester	4th year math/3rd year science/VPA	Cumulative
Career Exploration in Dentistry	.5	11-12	One Semester	3rd year science/VPA	None
Career Exploration in Finance	.5	11-12	One Semester	4th year math/VPA	None
Career Exploration in Healthcare	.5	11-12	One Semester	3rd year science/VPA	None

Cloud Technologies and the Internet Of Things	.5	10-12	One Semester	3rd year science/VPA	None
Construction: Fundamentals and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Cybersecurity	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Drones: Remote Pilot+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Early Childhood Education 1+, 2+	.5 each class	9-12	One Semester	VPA	Cumulative
Education & Teaching Advanced	.5	9-12	One Semester	VPA	None
Entrepreneurship & Small Business+	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Bitcoin & Cryptocurrency	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Blockchain & Cryptography	.5	9-12	One Semester	4th year math/VPA	None
Health Management & Information Systems	.5	9-12	One Semester	3rd year science/VPA	None
Introduction to Artificial Intelligence	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Game Design	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Tower Defense	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Java SE 8 Associate+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
LEED Green Associate+	.5	9-12	One Semester	3rd year science/VPA	None

Microsoft Excel+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Microsoft Outlook	.5	9-12	One Semester	VPA	None
Microsoft Powerpoint+	.5	9-12	One Semester	VPA	None
Microsoft Word+	.5	9-12	One Semester	VPA	None
Networking+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Project Management+	.5	9-12	One Semester	4th year math/VPA	None
Python Multiplayer Adventure	.5	9-12	One Semester	VPA	None
Quickbooks	.5	9-12	One Semester	4th year math	None
Roblox Worlds Coding with LUA	.5	9-12	One Semester	VPA	None
Robotics: Applications and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Smart Cities: Technology and Applications	.5	9-12	One Semester	3rd year science/VPA	None
Social Media Business Marketing+	.5	9-12	One Semester	VPA	None
Startups and Innovation	.5	9-12	One Semester	VPA	None
Swift App Development	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Teaching as a Profession	.5	9-12	One Semester	VPA	None
The History of Gaming and ESports	.5	9-12	One Semester	VPA	None

Transportation Technologies	.5	9-12	One Semester	3rd year science/VPA	None
Wearable Technology Innovations	.5	9-12	One Semester	3rd year science/VPA	None

Adobe After Effects

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive Adobe After Effects software. Adobe After Effects is the industry standard for making motion graphics and special effects for presentations, internet content, and video. Both Windows and Mac OS systems can run After Effects, so students will uncover the nuances of working with each. The modules in the course will take students through the creation of a project from defining the audience to organization to publishing their creations.

Adobe Illustrator

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the Adobe Illustrator and prepares students to take the ACA Certification Exam on Illustrator. Students will get an insight into what it is like working in the graphic design industry. Students will learn everything from absolute basics like navigating Illustrator to performing complex tasks like managing colors, drawing, creating illustrations, and much more. The course contains guided video tutorials, hands-on projects, and step-by-step resources that help students learn how to work in Illustrator.

Adobe Indesign

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe InDesign and prepares students to take the ACA Certification Exam on InDesign. Students will get an insight into what it is like working in the print and digital media publishing industry. Over 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign.

Adobe Photoshop

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students to demonstrate expertise in Adobe's Photoshop software and take the ACA Certification Exam on Photoshop. Students will learn through engaging and interactive content, projects

and practice exam items aligned to the learning objectives outlined by Adobe's exam specifications. Students will leave this course with career-ready, real-time skills in one of the most popular software programs in the world!

Adobe Premiere Pro

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe Premiere Pro. Students will get an insight into the video design and production industry. Over 7 modules, students will progress from absolute basics like navigation to performing complex tasks like editing videos, applying filters and effects, and even creating original artwork. The course contains guided tutorials, engaging projects, and great resources that will help students practice and learn how to work in Premiere Pro. This course also prepares students for the Adobe Certified Professional (ACP) Certification Exam on Premiere Pro.

Aeronautics and Space Travel

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the history and near future of space travel. Students will explore the possibilities of moon bases, Mars colonies, and visiting the outer planets in our solar system and their moons. Students will also discuss important ethical and legal issues around space exploration, such as asteroid mining and war in space. The course gives an expansive view of the technologies, science, and theories that will make far-fetched dreams into realities during the student's lifetime.

Agriscience 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course will prepare students for careers in agriscience. Agriculture is the world's largest industry, so the critical nature of understanding how agriculture must thrive in unpredictable conditions cannot be overstated. Throughout the modules, students will gain an understanding of some of the fundamental issues in agriscience, including safety, environmental factors such as climate change and extreme-weather conditions, plant and animal science, and food safety. Additionally, students will explore how they can emerge as leaders in such a complex and exciting industry!

Agriscience 2

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Agriscience 1

Course Description

In this course, students will explore the various components of agriscience careers and agricultural living. Beginning with career exploration, students will become familiar with the vast array of opportunities that exist in agriscience. They will discover what is necessary for the proper care and management of livestock from keeping living quarters clean to caring for newborn animals. Students will understand the ways in which plants, crops, and vegetation thrive in varying conditions. They will explore the fundamentals of

running a successful agriscience operation as well as how agriscience affects and is affected by global economic conditions.

Agriscience 3

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Agriscience 1 & 2

Course Description

This course further delves into agriscience as a core global business. Students will explore fundamental business operations and structures as well as financial considerations. Students will understand the nutritional needs of livestock in order for them to be free from disease and be able to thrive in good health. Plants are heavily dependent on proper fertilization, irrigation, and nutrition to prosper. Thus, students will take a comprehensive look at the systems necessary to produce bountiful crops. The course will be rounded out learning about the tools and techniques needed to run an agriscience business and harvest crops.

Architectural Design 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In Architectural Design I, students will review various concepts used in the design and architecture field. They will learn about basic drafting equipment and how to use and maintain it. They will analyze challenges and solutions within the development of design. They will also learn how to prepare drawings manually and using AutoCAD software. A substantial portion of the course will be spent on sequential processes so that students develop an understanding of creating and annotating drawings as well as how to apply standard rules regarding line types, offset objects, creating layers, and setting up a page for plotting. They will also explore three dimensional drawing and use coordinating and navigation systems to create them.

Architectural Design 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Architectural Design 1

Course Description

In this course, students will learn various concepts used in the design and architecture field. They will gain an understanding of basic architectural and civil drawings as well as prepare for the Autodesk® Certified User certification in AutoCAD exam. In addition to learning fundamental architectural drawing concepts like creating site plans, floor plans, and electrical plans, students will learn functions of Computer-Aided Drafting (CAD). CAD functions build on the foundation of architectural drawing, using specialized tools for enhancement, layout, and scale. Students will review the essentials of civil drawings including the interpretation and development of topographical illustrations. To round out the course, students will prepare computer-aided drawings to demonstrate utilizing software to perform activities such as drawing site plans, roof plans, and wall sections. Finally, students will be provided an overview of the requirements, structure, and preparation techniques for the Autodesk® Certified User certification in AutoCAD exam.

Architectural Design 3

Grade level: 9-12
Credits: 0.5

Prerequisite Courses: Architectural Design 1 & 2+

Course Description

In Architectural Design III, students will review various concepts used in the design and architecture field. They will learn about additional CAD functions, professional ethics, and legal responsibilities as well as explore career options and complete a comprehensive Architectural Design project.

Augmented and Virtual Reality Applications

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Separating hype from reality is hard… especially in the fast-growing and evolving space of augmented and virtual reality (AR/VR). Recent advances in technology have allowed AR/VR systems to become extremely sophisticated and realistic. This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through 5 Applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications.

Building Maintenance Technology 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Building Maintenance Technology course will focus on all aspects of the construction industry from health and safety to the tools that every construction professional needs in their collection. Students will learn about the various roles in the industry as well as job outlooks, educational and experiential requirements, and salary information. Some activities will focus on career exploration to discover career options that best align with interests and talents. Students will learn basic construction math and how it is Applied during design and building phases of projects. They will learn specifics about carpentry, construction drawings, framing floor systems, framing walls, and framing roofs. Throughout, they will establish a foundation for what opportunities exist for them in the industry.

Building Maintenance Technology 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Building Maintenance Technology 1

Course Description

The Building Maintenance Technology II course will focus on construction components, masonry skills, and OSHA. Students will learn about the various masonry and concrete skills as well as safety measures. Some activities will focus on the real-world Application of learned skills with hands-on components. Students will learn about erecting, plumbing, and bracing in relation to concrete as well as laying masonry units. Finally, students will learn important science skills for the construction industry and prepare for the OSHA 30-hour Construction certification exam.

Career Exploration in Dentistry

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
This course introduces students to the exciting and varied career opportunities in the dentistry profession, from dental assistant all the way up through oral surgeon. Students will review the history of dentistry globally and in the U.S., and will learn key dental terminology. The course will introduce the roles and tasks done as well as skills and education required of nearly every member of the dental staff. Students will gain an understanding of what it takes to perform each position, and how they work together.

Career Exploration in Finance
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the challenging and lucrative world of finance. While "Wall Street" may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society.

Career Exploration in Healthcare
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the exciting and varied career opportunities in the healthcare industry that will be in demand in their future! The course will introduce the roles and tasks, identify education and skills needed, identify responsibilities of roles which support or supervise their role, analyze legal and ethical responsibilities, limitations, and implications for each of these professions.

Cloud Technologies and the Internet of Things
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
First, we had the internet of computers. Then with the advent of email and social media, along with mobile technology, it became the internet of people. Today's world is increasingly becoming the internet of things. With advances in battery power, sensors, and computer chips, more and more devices are being connected to the internet. This will allow them to be monitored, controlled, and used more effectively for people and businesses. This course will examine the trends and opportunities surrounding the Internet of Things. Students will learn about the technologies, hardware, and software that underpin the Internet of Things. The course will examine a variety of end-market Applications in our homes, businesses and cities. Finally, students will learn about the many career opportunities that the Internet of Things will enable.

Construction: Fundamentals and Careers
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the evolving industry of construction! In addition to building on

standard concepts such as technical skills, project planning, and regulations, students will learn about the variety of career possibilities within construction. They will also explore the entrepreneurial side of construction and discover what it takes to start and run your own business in this field. Finally, the course will look towards the future and analyze trends in green materials, energy efficiency, and technology to determine how these will impact the homes we build and live in.

Cybersecurity

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In the Cybersecurity course, students will learn about the practice of protecting networks, systems, and programs from digital attacks. They will better understand the aim of these attacks, such as destroying information, extorting money and resources, or disrupting business operations. They will learn about the challenges and opportunities that implementing cybersecurity measures can present. As attackers become more innovative, it is more important than ever to have effective cybersecurity channels in place to counter them. Students will learn about countermeasures and role recovery and their integral function in the cybersecurity realm. Additionally, students will learn what makes certain networks and systems more vulnerable to attacks. They will become adept at identifying potential viruses, worms, threats, and malware. The Cybersecurity course acts as a foundation on which to build extensive knowledge about threats to digital security.

Drones: Remote Pilot+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students to take the Federal Aviation Administration (FAA) Part 107 exam, also known as the Unmanned Aircraft General – Small (UAG) exam, which is essential to becoming a commercial drone pilot. The field of unmanned aerial vehicles is growing rapidly, as the opportunities to use them for search and rescue, photography, recreation, inspection, and many others continue to multiply. Students will learn the critical facts to prepare for the test's topics, which include: regulations, airspace & requirements, weather, loading & performance, and operations. The course will conclude with a look at the most promising careers in the field of drones.

Early Childhood Education 1+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn, and grow is a point that is highlighted throughout each lesson.

Early Childhood Education 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Early Childhood Education 1

Course Description

The Early Childhood Education II Course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice (DAP) and how to implement these strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge. Additionally, this course will prepare students for the Child Development Associate (CDA) certification exam.

Education & Teaching Advanced

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course is designed to prepare future educators for the classroom they will inherit! It starts with a history of education and how blended, adaptive, and personalized learning are coming to the forefront in learning. It then explores new and emerging technologies, along with their current and future impact on education. Throughout the course, students will explore a wide range of career possibilities in the education field and evaluate both the promises and pitfalls of technology in education.

Entrepreneurship & Small Business+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students for the Entrepreneurship and Small Business Certification exam. This certification has been designed to test concepts around starting and managing a small business. These topics include entrepreneurship, evaluation of opportunities, preparation to start a business, operation of a business, marketing, and management of finances. Students gain insights and understand real-world applications that will not only allow them to succeed in passing the certification exam, but also in successfully starting, working in, or running a small business.

Fundamentals of Bitcoin & Cryptocurrency

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Upon completion of this course, students will understand bitcoin, including its history, development, and context within the modern global economy. Students will learn the basic cryptographic principles that underlie bitcoin, and gain confidence by demonstrating strong security principles in storing and transaction bitcoin. Key principles such as mining, wallets, and hashing will be introduced. And finally they will be familiarized with the nascent industry of digital currencies and how they function.

Fundamentals of Blockchain & Cryptography

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Blockchain seems to be the latest buzzword that the business world is talking about. But what is it? And why should a high school student care? This course will seek to answer those questions. It will strip away the layers of complexity and sophistication to help students understand the key concepts of the blockchain. The course will introduce and discuss areas where blockchain has the greatest potential.

Health Management & Information Systems

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive world of healthcare information and management. Throughout the modules, students will learn about the history of the healthcare system as well as the current best practices in the field. They will explore the innovative technologies being developed and applied in patient care and patient privacy. Students will become familiar with the specific terminology utilized within the clinical and information technology systems. Students will investigate the complexities of the business of healthcare including data organization and security considerations. Finally, students will identify the ways in which communication and leadership go hand in hand with a thriving career in healthcare information and management systems.

Introduction to Artificial Intelligence

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course teaches what every student should know about Artificial Intelligence. AI is a fast moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.

Javascript Game Design

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! Accelerate Education is offering a JavaScript game design online course for grades 6-12. This course will teach students JavaScript through coding multiple computer games including, pong, fish, a platformer and tower defense! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes no coding

experience and includes self graded quizzes and tests. Students will also upload their work at the conclusion of each project while creating an online portfolio. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Javascript Tower Defense

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! This course will teach students JavaScript through a tower defense game! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes some coding experience and includes graded quizzes, project uploads, and teacher requirements. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Java SE 8 Associate+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Java SE 8 course is designed to provide preparation for the Oracle Certified Associate (OCA) exam. Throughout the course, students will learn about Java from the basics to string builder methods. They will spend a significant portion of the course learning about the basics of Java, data types, operators, arrays, loop constructs, encapsulation, inheritance, exceptions, and API.

LEED Green Associate+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the LEED process. LEED, or Leadership in Energy and Environmental Design, is the global standard for green building certification. Throughout the course, students will gain an understanding of the various components of green building. The theme of sustainability and sustainable construction is woven throughout each module both in terms of physical environment and as it pertains to LEED certification. Additionally, this course prepares students for the LEED Green Certified Associate certification exam.

Microsoft Excel+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Microsoft Excel. Students will get an insight into the use of the product within the business setting. Over 8 modules, students will learn everything from absolute basics like navigating Microsoft Excel to performing complex tasks like formulas and functions. This course prepares students for the Microsoft Office Associate: Microsoft Excel Certification.

Microsoft Outlook

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will navigate Microsoft Outlook, which is the preferred email client for sending and receiving emails from the Microsoft Exchange Server. Outlook includes access to contact, email, calendar, and task management tools. Microsoft Outlook is a component of Office 365 and the Microsoft Office suite, including Microsoft Excel and PowerPoint. From fundamental processes like adding an account to more complex tasks such as customizing features to better accommodate specific needs, students will explore all that Microsoft Outlook can do.

Microsoft Powerpoint+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3DModels, Animations, and Transitions. This course prepares students for the Microsoft Office Associate Microsoft PowerPoint Certification.

Microsoft Word+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation to performing complex tasks like graphic elements and collaboration. This course prepares students for the Microsoft Office Associate Microsoft Word Certification.

Networking+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Networking course identifies the key principles of Networking in today's connected world. From network fundamentals and componentry to automation and programming, students learn the details of network access, connectivity, and security essentials. Through engaging interactivities, simulations, and projects, students will explore these networking concepts to further their career potential in this field. This course also prepares students for the Cisco Certified Network Associate (CCNA) certification exam.

Project Management+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
The Project Management course is intended to identify the key components of a career as a project manager. Students will review the basics in project management terminology, such as designating distinctions among projects, products, programs, and portfolios. They will delve into concepts like managing deliverables and creating engaging relationships with stakeholders. The primary components of project planning will be laid out and described in detail. Students will explore teams and organizational structures. They will discover project management tools and innovation being used in the industry. Overall, they will develop a greater understanding of the mechanisms that are in place to effectively carry out projects of any size through specific project management techniques.

Python Multiplayer Adventure
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Python is a powerful language designed to do just about anything! This course allows students to learn Python by first completing a text based console game and then turning it into a multiplayer adventure! Students will not only learn Python from going through the individual lessons and video reviews but also understand a client server relationship. They will get to code in their own python web server that allows connections through a browser. Students will gain experience using variables, classes, functions, lists, dictionaries, generators and proper Python formatting. Our Python online course is great for anyone interested in preparing themselves for future coding classes. This course assumes no coding experience and includes self graded quizzes and tests.

Quickbooks
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
In this course, students will explore how to start using QuickBooks Online. Learning this widely used accounting software will allow users to contribute to a large company's accounting team, or to use it independently as a small business owner. Students will learn how to complete administrative and accounting functions within QuickBooks. These include basics such as setting up lists, customers and products, to more complex tasks like managing journal entries and creating reports. Additionally, they will learn about the various services and products that can be added. As students learn about the accounting functions, they will discover how to record transactions, expenses, and receipts.

Roblox Worlds Coding with LUA
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Each individual lesson is made up of multiple lesson pages to teach a coding concept with text and visuals, provided in lesson practice and a step by step activity for students to add newly learned code to their existing game file. Grading will be based on quizzes, project uploads, and teacher requirements.

Robotics: Applications and Careers
Grade level: 9-12
Credits: 0.5

Prerequisite Courses: None

Course Description

It seems like many elementary to high school robotics courses are focused on coding a simple robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 Applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.

Smart Cities: Technology and Applications

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course will provide students with an overview of smart cities. The course will begin by providing a foundational explanation of what constitutes a smart city and why they are beginning to pop up around the globe. With a firm understanding of what a smart city is, the majority of the course will focus on various aspects of them such as energy, transportation, data, infrastructure, mobility, and Internet of Things devices. The course will conclude with an analysis of careers related to smart cities.

Social Media Business Marketing+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared! This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to Social Media platforms and then goes in-depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field. This course also prepares students for the Social Media Strategist certification.

Startups and Innovation

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right? Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.

Swift App Development

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will learn about Swift App development and its components. Apple developed the powerful and user-friendly programming language Swift for creating iOS, Mac, Apple TV, and Apple Watch apps. Developers have more freedom than ever before, and the open-source app allows anyone with an idea to create something incredible. From planning to navigation to building, students will learn how to take an idea and create something potentially revolutionary!

Teaching as a Profession

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Teaching can be a highly rewarding profession. Throughout the course, students will explore career opportunities within the field of education. They will learn what it means to be a professional in the classroom, whether it be working alongside co-teachers or managing an inclusive and diverse group of students. Students will learn about the code of conduct expected of educational professionals. Students will explore the history and best practices in the teaching profession as well as professional development opportunities. They will discover what it means to emerge as leaders in the field.

The History of Gaming and Esports

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and esports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.

Transportation Technologies

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the newest and most cutting edge futuristic transportation technologies out there. Students gain familiarity with the history of transportation development and understand a framework with which to evaluate new transportation modes. Then the course dives into 10 different technologies on the horizon. Students examine the technologies, the pros and cons of each mode, and explore potential career paths in these emerging fields.

Wearable Technology Innovations

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

From hearing aids to pedometers to smart watches, humans have made and worn devices to overcome physical deficiencies, count their steps, and communicate. With the continued miniaturization of chips and sensors, combined with increasing sophistication of artificial intelligence, wearable technology has proliferated into countless end-markets. This course will introduce students to wearable technologies and the components and software that make these technologies possible. The course will also evaluate several applications of wearable technologies in various industries. Finally, the course will examine and discuss the implications of wearable technology, including its pros and cons, and potential implications to our health, privacy, and society.

Muskegon Covenant Academy
125 Catherine Ave
Muskegon, MI 49442

High School Curriculum Guide

2024-2025

Mission Statement

The Muskegon Covenant Academy (MCA) provides dropout youth, ages 16-22 years, hope and the opportunity to earn their high school diploma. MCA believes that all students are valuable members of our community. MCA students will be guided by a caring, compassionate staff that will provide students with an academic foundation guiding them to post-secondary careers, training and college. MCA believes providing this foundation for our youth will prevent youth homelessness and incarceration. This will be done with absolute respect and unconditional love while offering hope and encouragement to all students.

Vision Statement

The Covenant Academies Foundation will fulfill its mission of providing educational opportunities to dropout youth who are at great risk. In the spirit of open enrollment, educational services will be offered to all youth who seek help, with a priority of concern and commitment to those for whom are most at risk and no other service is available. We will make every effort to work with their families when applicable. We will collaborate with kindred community agencies and associations and actively participate in community efforts to improve the life situations of our students. We will advocate with and on behalf of our youth to raise awareness in the community that all children and youth have the right to pertinent education, and to love, respect and genuine concern. Our individual and shared philosophy will permeate all our activities in the pursuit of our mission.

Core Values

1. We believe all students in our community who have disengaged, and left school deserve a chance at growth opportunities that may lead to a high school diploma and a more secure life.

2. We believe our mission is to take in students as they are and through unconditional love and absolute respect help them grow emotionally and academically.

3. We believe retention, academic achievement, and personal growth along with individual and achievable goals will help our students live more productive lives.

4. We believe our staff provide an environment that manifests growth and breaks down barriers in order to prevent homelessness and incarceration.

5. We believe in collaborating and working in partnership with community agencies and associations to improve the quality of life for our students.

6. We believe in providing year-round educational opportunities that build trust, provide hope, and develop a support system for each individual student.

Instructional Delivery Method

Muskegon Covenant Academy serves students 15-22 years of age and offers a high school diploma upon meeting the academy's graduation requirements. Typically, all the students have entered the ninth grade at a previous school or schools and have since dropped out. The profiles of the students entering MCA range from students with 9th grade through 12th grade credits and a variety of ability levels. Students will earn credits toward a high school diploma by meeting the requirements of the Michigan Merit Curriculum (MMC).

MCA uses a blended learning model of instruction to address the individualized learning needs of our students. The flexible school schedule is designed for students to pursue their high school diploma and their need for strong communication and relationship skills necessary for the world of work and a successful life. Our approach to education is twofold. MCA uses the Canvas Platform which is a Learning Management System (LMS) that allows students to work at their own pace and potentially at a time that fits their schedule. The second part of our education model is teaching, learning and engagement through direct instruction, lessons and activities in the classroom. These lessons may be in addition to, or instead of, the lessons in Canvas. All instruction is delivered by certified, content area teachers who individualize and customize instruction according to the needs of the student. At times, this instruction will take place in a face-to-face setting, other times this might be live-streamed and recorded to be available to all students online through a teacher's Google Classroom or Canvas. Research shows that students engage more and learn best through in-person instruction that is designed to meet students' needs, address gaps in learning, is hands-on, and is stimulating. Whenever possible, instruction will also address post-secondary training, including Career/Technical training facilities in the local community. In addition to instruction, all staff members, not just teachers, are trained to support the social, emotional, safety, and well-being of each student. Learning cannot happen if basic needs are not being met.

MCA is committed to offering its students the highest quality education on the most convenient and easy to use platform. Our curriculum is designed by StrongMind to help students gain the knowledge and thinking skills they'll need for life, work, and post-secondary education. To ensure that each student reaches his or her full potential, teachers structure classes so students are being taught the most important concepts while also blending self-paced learning to assist in mastery.

StrongMind Curriculum

Muskegon Covenant Academy uses the curriculum provided by StrongMind. StrongMind specializes in blended curriculum where students are provided with robust instructional activities informed by research and best practices. StrongMind couples pedagogically sound practices with rigorous content to provide an engaging and meaningful educational experience designed to equip students with the knowledge and skills necessary for them to achieve their full potential as adults. Both the asynchronous and synchronous instruction is designed to promote deeper learning that can be applied across situations to allow students to be successful in education, work, health, and other life contexts. The courses offered by StrongMind include activities, such as project-based learning, that foster the metacognitive and interpersonal competencies students need to become lifelong learners and gain important skills necessary for collaboration and

communication. Universal Design for Learning (UDL) researchers recommend using mastery-oriented feedback to increase engagement and motivation to emphasize effort and practice rather than a fixed notion of performance. As students engage with the online portion of the StrongMind curriculum, they receive immediate and specific feedback as they complete practice and assessment activities. Through the use of targeted, response-contingent feedback, students learn not only if their answer is correct or incorrect, but why. StrongMind courses utilize UDL principles to address variability in learners, reduce barriers, and create a digital learning environment that is usable to as many students as possible. In offering students multiple means of representation, action and expression, and engagement, StrongMind provides a learning approach that offers flexibility in the ways students access learning material, engage with it, and demonstrate what they know. Tools embedded within the courses also allow instructors the flexibility and control they need to provide students with the individualized support they require to ensure success.

Reading and Math Proficiency

Muskegon Covenant Academy recognizes the immense impact reading and math proficiency have on a student's future success. For instance, students who are not proficient in reading by the end of 3rd grade are more likely to experience attendance, behavior, and course completion challenges. These challenges are predictors of grade retention and dropping out in later years. MCA provides both math and reading intervention for students who need additional assistance to improve their basic skills. MCA has a goal that, upon graduation, each student will successfully demonstrate 9th grade reading and 7th grade math proficiency. Reaching this goal will help to ensure students have the necessary skills to transition successfully to post-secondary opportunities. While math and reading intervention are available to all students at school, MCA specifically schedules students for Recovery classes, based on proficiency levels determined through a skills assessment at enrollment, which will provide additional reading and/or math support and intervention.

Graduation from Muskegon Covenant Academy

1. Graduation from Muskegon Covenant Academy implies that students have satisfactorily completed an approved course of study, have met the requirements laid forth via the Michigan Merit Curriculum and have passed any examinations and/or other requirements established by the school district.

2. It is the responsibility of the Director of Academic Progress and School Leader to maintain a record system that will adequately provide the information necessary to assure that the above policy is enforced.

3. Students are grouped into grades 9-12 by the amount of credits they have earned. The movement of students through the curriculum will be based strictly on their individual progress through the earning of credits.

4. The Career Planning and Work Readiness Class is a required class for graduation. Any other similar course that is taken through a community agency in partnership with MCA, must be

successfully completed to fulfill this requirement. Students will be expected to successfully complete the course work as well as the Final Portfolio. If a student has successfully completed a similar course, based on their transcript, they will only be required to complete the Final Portfolio (as determined by school administration).

5. Muskegon Covenant Academy requires 19 credits to graduate. Of those, 18 credits are courses set forth from MDE through completion of the Michigan Merit Curriculum. The remaining 1.0 credit is earned from successful completion of a reading and math proficiency course. *(see below for more information)*

State of Michigan Graduation Requirements

19 Credits are required to earn a Muskegon Covenant Academy Diploma

One credit is the equivalent of two semesters (0.5 credits for each semester)

SUBJECT AREA	DESCRIPTION	PERSONAL CURRICULUM (PC) MODIFICATIONS*
English Language Arts (4 credits)	1 credit in each grade (9^{th}, 10^{th}, 11^{th}, 12^{th})	No modification
Mathematics (4 credits)	1 credit in Algebra 1 credit in Geometry 1 credit in Advanced Algebra (Alg.II) 1 credit in a math or math-related course *(The below .5 credit in Personal Finance can also be used to fulfill .5 of this 1 credit)* .5 credit in Personal Finance (*beginning with the 8th grade class starting fall 2023)* ❖ A math or math-related course is required in the final year of high school	Complete 3.5 math credits Complete a math or math-related course in final 2 years of HS Modify Advanced Algebra credit if: ❖ Complete just ½ credit of Advanced Algebra ❖ Complete a CTE program with same content as Advance Algebra ❖ Complete ½ credit of statistics, functions and data analysis, or technical math
Science (3 credits)	1 credit in Biology 1 credit in Physics or Chemistry 1 credit in any science, computer science or Career & Technical Program (CTE) (regardless of content)	No modification

Social Studies (3 credits)	1 credit in U.S. History 1 credit in World History .5 credit in Government .5 credit in Economics	No modification until 2 credits of Social Studies completed No modification of Civics Exchange 1 credit of social studies (not Civics) for an additional credit in English, math, science, or world language Exchange 1 credit of social studies (not Civics) for a CTE program
Physical Education and Health (1 credit)	.5 credit in Physical Education .5 credit in Health	Exchange ½ credit of Physical Education for additional credit in English, math, science, or world language Exchange ½ credit of Physical Education for a CTE program No modification of Health
Visual, Performing, Applied Arts (1 credit)	1 credit in Visual, Performing, and Applied Arts (VPA)	Exchange 1 credit of VPA for additional credit in English, math, science or world language Exchange 1 credit of VPA for a CTE program
World Language (2 credits)	2 credits in a World Language ❖ 1 of the 2 credits may be earned through a CTE Program. ❖ 1 of the 2 credits may be earned through an additional VAPA credit.	No modification
Online Learning Experience	One experience or multiple experiences incorporated into one	No modification
Reading Proficiency	.5 credit in reading proficiency	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.
Math Proficiency	.5 credit in math proficiency course	Modifications may apply to transfer students coming in during their 12th grade year or students receiving special education or ELL services.

*Additional modifications may apply to transfer students who have completed two years of high school.

High School Graduation Requirement for World Language
Meeting the Requirement and Verifying Proficiency

Muskegon Covenant Academy uses the following criteria to determine credit toward the world language and proficiency requirement:

Two Credits
Students may earn the two (2) world language credits by successfully:

- Completing two (2) credits in the SAME world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice High-level is equivalent to two (2) credits or two (2) semesters in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic year in which classes were conducted in the language for which credit is sought.

One Credit
Students may earn the one (1) world language credit by successfully:

- Completing one (1) credit in a world language at the high school level (Grades 9-12); or
- Demonstrating learning beyond the K-12 classroom (e.g., formal schooling abroad, study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences). Formal documentation of equivalent proficiency is required. (Novice Mid-level is equivalent to one (1) credit or one (1) semester in a foreign school)
- Providing formal documentation of proficiency developed through an alternative route including translated, official school transcript/report card documenting continuous and successful school experiences of at least one (1) academic semester in which classes were conducted in the language for which credit is sought.

Language Options
Students may fulfill the world language requirement using any of the following options:

- Languages that are both written and spoken (e.g., Spanish and French)
- Languages that are no longer spoken (Latin)
- Other languages as available (e.g., American Sign Language, Arabic, Japanese, Mandarin)

Testing Out Procedure

In compliance with the Michigan School Code, Muskegon Covenant Academy will allow students to "test out" of a subject area for credit. To test out, a student must exhibit mastery of course content by attaining a grade of 80% or better on a comprehensive final examination. Because some end of the year exams do not serve as comprehensive measures of mastery of skill and/or content, the student may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to, portfolios, performance, papers, projects, and/or presentations.

The following requirements will apply to the testing out procedure:

1. Credit earned will be based on successful mastery of the required assessment and recorded as "CREDIT" (CR).
2. The grade will not be included in the computation of the grade point average.
3. Credit will be accepted as fulfillment of a requirement in a course sequence.
4. Once credit is granted by "testing out", a student may not receive credit for a lower course in that course sequence.
5. Credit toward fulfillment of graduation requirements will be granted for successful achievement of 80% or better on the final examination and/or completion of additional assessments mentioned above.

It is the discretion of the school to determine if test out requests are given on specific dates throughout the school year or are completed on an as needed basis. Specific dates for "testing out" will be published in advance. Students may request a course syllabus and course outcomes to prepare for the examination and/or additional assessments.

NCAA eligibility may be affected by choosing the Testing Out option.

Postsecondary (Dual) Enrollment

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all the following conditions are met:

1. Students are in grade 9 through 12

2. Students can qualify for dual enrollment by taking one of the following assessments:

3. Students must be enrolled in both Muskegon Covenant Academy and postsecondary institutions during MCA's regular academic year and must be enrolled in at least one high school class.

4. MCA must not offer the college courses. An exception to this could occur if it is determined that a scheduling conflict exists, which is beyond the student's control.

5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education; must be at least three (3) college credits; and are offered for credit at the college.

6. MCA provided Advanced Placement (AP) classes qualify as post-secondary options available to students and must be completed prior to eligibility for a post-secondary course in that subject matter at a separate post-secondary institution. Situations may exist for school administration to consider exceptions based on post-secondary curriculum goals.

7. Michigan Merit Curriculum content expectations for post-secondary coursework must be determined to meet MMC requirements to be eligible for completion of the MMC graduation requirements. However, students may concurrently be enrolled in like post-secondary subject matter if the student meets all other eligibility for dual enrollment.

8. School districts are required to pay the lesser of:

a. the actual charge for tuition, mandatory course fees, material fees and registration fees; or

b. that state portion of the students' foundation allowance adjusted to the proportion of the school year they attend the postsecondary institution.

If you have any questions about Dual Enrollment, please contact the Supervisor of Academic Progress. Without approval, the student assumes the financial responsibility for the course(s).

Please refer to the following website for additional information as it relates to Postsecondary Dual Enrollment Options:https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html

NCAA eligibility may be affected by choosing the Dual Enrollment option.

Dual Enrollment Readiness
Qualifying Assessments and Scores 2022-23

Assessment	Test Section	Content Area	Minimum Qualifying Score
ACT	Mathematics	Mathematics	22
ACT	Reading	Reading	22
ACT	Science	Science	23
ACT	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 8/9	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
PSAT 10	Mathematics	Mathematics	510
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510
SAT	Critical Reading	Evidence-Based Reading and Writing	480
SAT	Mathematics	Mathematics	530
AP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
CLEP**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
IB**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE
ACCUPLACER**	Various subject areas	May qualify for credit and allow for higher level classes	Check with IHE

Please note: For the 2020-2021 school year student may qualify with a GPA. of 2.5 or higher.

**There are no state approved scores related to these assessments. Subject area and qualifying scores are specific to an Institution of Higher Education (IHE). It is best to contact the IHE to see what scores they accept as a qualifying score for the desired dual enrollment course.

**This is the most recent set of qualifying scores released from MDE*

Class Standing According to Credits Earned in the Core Areas

Class Standing	Grade Level	Credits Earned Range
Freshman	Ninth (9)	0-4.5
Sophomore	Tenth (10)	5.0-9.5
Junior	Eleventh (11)	10-14.5
Senior	Twelfth (12)	15-19

Title 1 Schoolwide Programming

Muskegon Covenant Academy receives supplemental Title I federal funding to support all students struggling academically. Muskegon Covenant Academy recognizes the importance of parental involvement in the educational process. Parents and students are invaluable partners in our mission to prepare students for high school graduation. We encourage all our parents to participate in activities such as our annual Title I Meet Up, Orientation, quarterly conferences (subject to change), and MiCIP. An Annual Title I Parent Meet Up is held in compliance with ESSA laws at a convenient time, allowing parents to learn about the school's program and their rights as partners in their child's learning. Parents will be asked to review requirements and their right to be involved in Title I programs. Parents will be invited to communicate with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement Policy over the course of two weeks following the Annual Parent Meeting. The Title I Coordinator will send a follow up survey after the Annual Title I Parent Meeting. The survey will provide parents an additional space for sharing suggestions in writing.

Special Education

Muskegon Covenant Academy meets the individual needs of students by using specially-designed instruction with a standards-based curriculum. Frequent assessment of student progress is necessary. We deliver special education programming and related services to MCA students with disabilities at no cost to the parent, guardian, or student. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

Under the Individuals with Disabilities Act (IDEA), Michigan outlines the legal guidelines for procedures involving programs and services for eligible students from birth to 26 years of age. Child Find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 26, who need early intervention or special education services. In addition, Muskegon Covenant Academy makes the assurance that students with disabilities, as well as their parents/guardians, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these

students with a free, appropriate, public education.

504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria for special education may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Students are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

If you have questions about your students 504 Plan please contact MCA's School Leader.

English Learners (EL)

Muskegon Covenant Academy will increase English proficiency of English Learners (EL) and meet academic achievement standards for grade promotion by providing high quality language instructional programs that are based on scientifically based research and demonstrate the effectiveness of English proficiency and achievement in the academic content area. In compliance with state and federal law, any student identified as an English Learner will be identified by Muskegon Covenant Academy and will be supported accordingly. If you are an EL student, you are required to take state mandated WIDA testing at a designated testing site. MCA has EL support, students may be required to meet with that support staff weekly.

Online Addendum

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.

Assessments

Muskegon Covenant Academy believes that both formative and summative assessments are critical to measure academic growth and development. Results from assessments inform decisions regarding programming, where to focus instruction, and analyze individual student progress. The following assessments are a requirement for all students:

MME: Michigan Merit Exam

- The MME assesses students in grade 11 and eligible students in grade 12 and consists of the SAT plus Writing, the ACT WorkKeys, and the M-STEP.
- Students in grades 9 and 10 will be administered the PSAT 9/10.
- Muskegon Covenant Academy bases the grade level on credits earned.
- The MME is state mandated and required by MDE.

- Students must take all portions as directed by MDE to comply with this requirement.
- All tests within the MME will be administered during the school day, within a testing window of dates designated by MDE.

WIDA: English Proficiency Assessment

- All students grade 9-12, as determined by credit count, in our English Language Learner (EL) program.
- Administered through an online platform, in person, in the early Spring.
- Measures students' English proficiency as well as their comprehension of academic language.
- MDE mandates that all EL students test every year until his/her scores meet the criteria to exit the EL program.

NWEA: Northwest Evaluation Assessment

- All grades 9-12 as determined by credit count.
- Administered a total of 3 times per year – Fall, Winter, and Late Spring.
- Measure's student growth and achievement in the areas of reading and math.
- Data used to prescribe individualized instruction for students.

Muskegon Covenant Academy

COURSE OFFERINGS

StrongMind Curriculum

Course Overview

MATH

4.0 credits required

Course Name	Credits	Grade Level	Duration	Meets MMC Reqs	Prerequisite
Algebra 1 *(Honors also available)*	1.0	9-12	One Year	Algebra 1	None
Geometry *(Honors also available)*	1.0	9-12	One Year	Geometry	Algebra 1
Algebra 2 *(Honors also available)*	1.0	9-12	One Year	Algebra 2	Geometry & Algebra 1
Extended Algebra 2	2.0	9-12	Two Years	Algebra 2 **&** 4th Year Math Requirement	Geometry & Algebra 1
Financial Mathematics	.5	9-12	One Semester	Personal Finance Requirement **&** .5 credit of 4th Year Math Requirement	Algebra 1
College Preparation Mathematics	1.0	11-12	One Year	4th Year Math	Algebra 1 & 2 and Geometry
Consumer Math	1.0	9-12	One Year	4th year math	Algebra 1
Personal Finance	.5	9-12	One Semester	4th year math	Algebra 1
Applied Mathematics	0.5	9-12	One Semester	4th year math	Algebra 1
Pre-Calculus	1.0	9-12	One Year	4th year math	Algebra 1 & 2 and Geometry
AP Calculus	1.0	11-12	One Year	4th year math	Algebra 1 & 2, Geometry, Pre-Calculus and teachers recommendation

AP Statistics	1.0	11-12	One Year	4th year Math	Algebra 1 & 2, Geometry, and teachers recommendation

Algebra 1 *(Honors Algebra 1 also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Math 8 or equivalent

Course Description

First Semester: This course explores the application of properties to simplify expressions with exponents and radicals; relationships between rational and irrational numbers; solving linear equations and inequalities; applying knowledge of linear equations and inequalities to solve and graph systems of linear equations and inequalities; applying operations on polynomials; factoring quadratic expressions; and solving quadratic equations using different methods.

Second Semester: This course explores the analysis of different types of functions presented as equations, graphs, tables, and verbal descriptions; identifying key features applied to real-world problems; using key features to compare different types of functions; transformations of functions; statistics; interpreting and analyzing data sets; as well as causation and correlation.

Geometry *(Honors Geometry also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1

Course Description

First Semester: This course explores writing formal proofs and constructing geometric figures. Topics include: transformations to explain the concepts of congruent and similar figures, with a focus on the properties of congruent and similar triangles. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations.

Second Semester: The course explores writing formal proofs and constructing geometric figures. Topics include: slopes, midpoints, distance formula with a focus on their applications in coordinate proofs, theorems about circles and concepts related to circles; and two- and three-dimensional figures and probability.

Algebra II *(Honors Algebra II also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: This course explores solving quadratic equations with complex solutions and performs operations on polynomials; uses polynomial identities to solve problems; analyzes polynomial functions using different representations; solves polynomial equations graphically; works with rational functions; and performing arithmetic operations on rational functions to graph them.

Second Semester: This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle

to understand them, graphing sine, cosine, and tangent functions; and exploring key features to prove and apply trigonometric identities.

Extended Algebra 2

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1

Course Description

First Semester: (Algebra 2a.1) This course explores solving quadratic equations with complex solutions and performing operations on polynomials, using polynomial identities to solve problems, analyzing polynomial functions using different representations, solving polynomial equations graphically, working with rational functions, and performing arithmetic operations on rational functions to graph them.

Second Semester: (Algebra 2a.2) This course explores radical equations, rewriting expressions involving radicals, and graphing and solving radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graphing sine, cosine; tangent functions, and exploring their key features to prove and apply trigonometric identities.

Third Semester: (Algebra 2b.1) This course explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of function families.

Fourth Semester: (Algebra 2b.2) This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations.

College Mathematics Preparation

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Geometry & Algebra 1 & Algebra 2

Course Description

First Semester: This course explores mathematics in real-life situations, such as investments and interest, calculating loans, and annuities. Topics include: comparing and contrasting solutions; interpreting results of calculations in context to a problem; calculating perimeter, area, surface area, and volume; converting units of measurement between different systems; and solving problems using exponential growth.

Second Semester: This course explores how to make probability decisions, as well as how to use basic statistics and sampling processes to understand data sets and answer questions about samples and populations. Topics include: distinguishing between sets, using Venn diagrams to solve applied problems, probability and permutations, statistics; and calculating and interpreting data.

Financial Mathematics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course investigates how to solve real-life problems, analyze current financial issues of taxes, loans, car leases, mortgages, and insurance. Mathematical processes are used to study patterns and analyze data, algebraic formulas, graphs, and amortization modeling.

Applied Mathematics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course examines how artists, video game developers, and musicians apply mathematical concepts to create; and how biologists use mathematics to measure the distances between cells and gain new insights about the body by applying concepts from geometry, functions, probability, and statistics.

Consumers Math

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1

Course Description

First Semester: This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. This semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping.

Second Semester: This course continues topics learned in the first semester and includes vehicle and home purchasing, investing, and business and employee management.

Personal Finance

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Algebra 1

Course Description

This course is intended to prepare students to be successful financial citizens. They will learn their role and responsibilities as a responsible financial planner and saver as well as learn about the services, functions, and products of the financial industry. In addition, they will make informed buying decisions and understand personal taxation, wills, insurance, and contracts. Finally, they will learn about saving and investing as well as consumer credit and loans.

Pre-Calculus

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First Semester: In this course, students will understand and apply concepts, graphs, and applications of a variety of families of functions including polynomial, exponential, logarithmic, logistic, and trigonometric. An emphasis will be placed on use of Appropriate functions to model real-world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments and on examinations.

Second Semester: This course covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections, and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph

AP Calculus

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry, Pre-Calculus

Course Description

First semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational Approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

Second Semester: This course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically, and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (APcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.

AP Statistics

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Algebra 1 & 2, Geometry

Course Description

First semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part A, students will explore: One-variable Data, Two-Variable Data, Collecting Data, Probability, Modeling probability, Sample Proportions and the Central Limit Theorem. Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

Second Semester: This course is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. In part B, students will explore: Hypothesis Testing for Proportions, Testing Two Proportions, Hypothesis Testing for Means, Testing Two Means and Matched Pairs, Chi-Square Testing, Inferences About Slops Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.

ENGLISH

4.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
English 9 *(Honors also available)*	1.0	9	One year	English 9	English 8 or equivalent
English 10 *(Honors also available)*	1.0	10	One year	English 10	English 9 or equivalent
English 11 *(Honors also available)*	1.0	11	One year	English 11	English 10 or equivalent
English 12 *(Honors also available)*	1.0	12	One year	English 12	English 11 or equivalent
AP English Literature & Composition	1.0	12	One Year	English 12	English 11 and teachers recommendation

English 9 *(Honors English 9 also available)*

Grade level: 9
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: ELA 8 or equivalent

Course Description

First Semester: This course explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include The Princess and the Goblin by George MacDonald, and others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, figurative and connotative language; and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include Anthem by Ayn Rand and other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.

English 10 *(Honors English 10 also available)*

Grade level: 10

Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 9 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning; textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language; and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues, and affixes. Writing topics include an informational essay and an argument essay.

Second Semester: This course explores reading, writing, and analysis of literary texts from around the world and across history. Readings include Antigone by Sophocles and others to demonstrate understanding of textual evidence, themes, inferences, characterization, figurative language, figures of speech, and literary devices; as well as building foundational knowledge of context clues, word nuances, affixes, phrases, clauses, and parallel construction. Writing topics include a literary analysis essay and a personal narrative essay.

English 11 *(Honors English 11 also available)*

Grade level: 11
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 10 or equivalent

Course Description

First Semester: This course examines reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay..

Second Semester: This course explores reading, writing, and analysis using both informational and literary texts. Readings include poetry and drama, such The Crucible by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Comparing works from different time periods, reviewing context and word nuances, and learning about punctuation, style manuals, phrases, clauses, and parallel structure to improve reading and writing skills. Writing topics include a fictional narrative and a literary analysis.

English 12 *(Honors English 12 also available)*

Grade level: 12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 11 or equivalent

Course Description

First Semester: This course explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.

Second Semester: This course analyzes narrative texts from British literature—from the Middle Ages through modern times. Demonstrated skills include explicit and implicit meanings, figurative language,

literary devices, central ideas, themes, and narrative and structural elements. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting two British literature texts of different eras.

AP English Literature & Composition

Grade level:
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: English 11 and teachers recommendation

Course Description

First Semester: This course helps students prepare to take the Advanced Placement Language and Composition Exam™ administered by the College Board. The first semester focuses on the concepts and skills needed to analyze argumentative texts and to build solid arguments — starting with the choices that experienced authors make when they write to persuade an audience. Students learn and Apply best practices for constructing, revising, and refining their own arguments. Writing assignments in Semester A include rhetorical analysis of straightforward written arguments as well as satirical texts and visual approaches to persuasion. Students will be asked to develop several formal argumentative essays and also to practice new skills by writing less formal journal entries throughout the semester. The pace and level of work required by this course is similar to that required in a college-level composition course, so students should be prepared to work independently and to complete all assignments in a way that makes good use of their time.

Second Semester: The second semester of AP English Language and Composition focuses on writing tasks that require synthesis and documentation. Students will analyze many examples of synthesis essays and apply what they learn as they create their own texts based on multiple sources. They will also take a closer look at the use of visual and multi-modal or multimedia evidence when used as support for an argument, and they'll consider how to incorporate these unique approaches into their own attempts at persuasion. Semester B will ask students to work toward improving and refining the style with which they deliver arguments, including the use of rhetorical devices, varied syntax, and grammatical concepts essential to academic discourse. Writing assignments in Semester B include the analysis and construction of multimedia arguments, studies in style, and research-based projects that require the synthesis of information and ideas. As in Semester A, the pace and level of work required by this course is advanced and substantial, so students should be prepared to work independently and thoroughly on all assignments.

SCIENCE

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Physical Science	1.0	9-12	One Year	Chemistry/ Physics	None
Biology *(Honors also available)*	1.0	9-12	One Year	Biology	None
Chemistry *(Honors also available)*	1.0	9-12	One Year	Chemistry/ Physics	None
Environmental Science	1.0	9-12	One Year	3rd Year Science	Chemistry or Physical Science
AP Biology	1.0	12	One Year	3rd Year Science	Chemistry, Biology and teachers recommendation
Marine Science	.5	9-12	One Semester	3rd Year Science	None
Physics	1.0	9-12	One Year	Chemistry/ Physics	None
Earth Science	1.0	9-12	One Year	3rd Year Science	None
Anatomy and Physiology	1.0	10-12	One Year	3rd Year Science	Biology
Criminology & Forensics	0.5	9-12	One Semester	3rd Year Science	None

Physical Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines science as a whole and leads to how methods and tools provide scientists meaningful results. Topics include: chemistry to interpret chemical names; formulas, equations, and models to discover the types and properties of reactions and nuclear reactions and their uses; historical perspectives, and the social impacts.

Second Semester: This course explores physics, introduces topics in engineering, and the ways scientists think, communicate, and do their jobs. The topics of motion and force, including the motion of fluids and Newton's law, build a foundation to explore thermodynamics, energy, work, machines, waves, electricity, and magnetism.

Biology *(Honors Biology also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines the basics of biochemistry and how it helps understand biological systems on Earth. Using logical thinking to identify relationships and draw conclusions, the course expands out from the building blocks of biochemistry to individual cells and cell membranes to understand cell division, reproduction, cell energy and metabolism, and photosynthesis.

Second Semester: This course examines the basics of genetics, natural selection, ecology, models of how matter and energy flow through ecosystems, and the technology to see the larger context and implications. Topics include the biological research topics of ethical guidelines in new biotechnology.

Chemistry *(Honors Chemistry also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course examines basic principles and properties of matter to see its everyday uses. Topics include: atomic models, and predicting chemical reactions to see how scientists can engineer them to solve problems.

Second Semester: This course culminates in the ability to evaluate the ethical and social implications of chemistry-related technologies. Topics include: matter, types of bonds and forces that hold atoms and molecules together, states of matter, phase changes, gas laws, solutions, thermodynamics and kinetics of chemical reactions, chemical equilibrium and electrochemistry, radiation, and the difference between nuclear fission and fusion.

Physics

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: In this course, students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion. Students apply mathematical concepts such

as graphing and trigonometry in order to solve physics problems. Throughout the course, students apply their understanding of physics by playing roles like science museum curator and elementary teacher.

Second Semester: This course continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.

Environmental Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Chemistry or Physical Science

Course Description

First Semester: This course examines the relationships between organisms and the environment, including impacts of research on scientific thought and the environment by using scientific practices, evidence-based data and its display, as well as understanding how data informs societal decision making.

Second Semester: This course examines the relationship between humans and the environment including the past, present and future impacts of resource utilization, identifies pollution of the air, soil and water and its sources; and discusses regulations and actions that can and have been taken to mitigate harm to the Earth.

Earth Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course covers Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.

Second Semester: This course covers the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science Applications.

Marine Science

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.

AP Biology

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Biology, Chemistry, and teacher recommendation

Course Description

This course is taught at the college level and designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, cell energetics, cellular reproduction and communication, heredity, molecular genetics, evolution, ecology, diversity of organisms, structure and function of plants and animals; and comparative anatomy.

Anatomy and Physiology

Grade level: 10-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Biology

Course Description

First Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Second Semester: This course is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.

Criminology & Forensics

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Criminology and Forensics is a beginner level course on the topics of crime and forensic procedures exploring topics on crime and criminology, witnesses and perpetrators, and the crime lab.

SOCIAL STUDIES

3.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
World History *(Honors also available)*	1.0	9-12	One year	World History and Geography	None
US History *(Honors also available)*	1.0	9-12	One year	US History and Geography	None
US Government *(Honors also available)*	0.5	11, 12	One Semester	Government	US History & World History
Economics	0.5	11, 12	One Semester	Economics	US History & World History
Civics: Citizenship	1.0	11,12	One Semester	N/A (Elective)	None
World Geography	1.0	9-12	One Year	N/A (Elective)	None
AP U.S Government and Politics	1.0	11-12	One Year	Government	US History & World History and teacher recommendation
Ethnic Studies	0.5	11-12	One Semester	N/A (Elective)	None

World History *(Honors World History also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores key events and historical developments from hunter-gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire. Topics include: The Crusades, feudalism, the plague, Asian empires and

trade routes, effects of the Renaissance and Protestant Reformation, and important revolutions that shaped history.

Second Semester: This course traces the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia. Topics include: the influence of the Industrial Revolution; the impact of imperialism and nationalism on World War I; how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II; 20th-century warfare; the Armenian Genocide; and the Holocaust.

US History *(Honors US History also available)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores European exploration and the impact Europeans had on the lives of those native to North America. Topics include: the development of the English colonies in North America; causes and effects of the American Revolution; the ratification of the Constitution; causes of the War of 1812; analysis of sectionalism as a common thread; westward expansion; Civil War and Reconstruction; Indian Wars; immigration; and the Second Industrial Revolution.

Second Semester: This course traces pivotal events in American history and presidential administrations as the 21st century dawned. Topics include: The Gilded Age, Progressive Era, World War I, the Roaring Twenties, Great Depression, New Deal, World War II, the Cold War, and proxy conflicts like the Vietnam War and Korean War; technology innovations, global communications, and the rise of terrorism.

US Government *(Honors US Government also available)*

Grade level: 11-12
Credits: 0.5
Prerequisite Courses: World History & US History

Course Description

This course examines the history and philosophy of the United States government and the guiding principles of democracy. Topics include: analysis of the United States Constitution; functions and duties of the three branches of government; the role of the Supreme Court; civic engagement in political process; the rights and responsibilities of citizens; government systems of the world; political parties; interest groups; and the media in shaping the government.

Economics

Grade level: 11-12
Credits: 0.5
Prerequisite Courses: World History & US History

Course Description

This course explores principles to make informed decisions about personal finance, developing a broader understanding of national and international economic decisions and policies. Topics include: why economics impacts history, distribution of wealth, and quality of life for all members of society.

World Geography

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the five themes of geography, analyzes the earth's processes, and how the processes impact both physical and human geography. Both physical and political maps are studied to examine trends and impacts with a focus on the Americas, Central Asia, and Europe.

Second Semester: This course continues the exploration of the five themes of geography with a focus on the Middle East, Africa, and Asia. Cultural beliefs and social and political systems are examined within the context of countries, regions, and global interactions.

Civics and Citizenship

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares for the Naturalization Test designed by the United States federal government.

AP Government and Politics

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: US History & World History and teacher recommendation

Course Description

First Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to apply a basic comprehension of the U.S. political system to contemporary events.

Second Semester: This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to Apply a basic comprehension of the U.S. political system to contemporary events.

Ethnic Studies

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Ethnic Studies is designed to help students to develop a more complex and nuanced understanding of the human experience as it relates to ethnicity, including the factors that influence individual and collective identity. Early lessons in the course guide students to build a conceptual framework for studying ethnicity and ethnic groups, based on the relationships among identity, ethnicity, race, and nationality. At the beginning of the course, students will analyze how cultural assumptions and biases influence both individual identity and people's perceptions of others. Additionally, lessons about the origins of culture in

early civilizations and the ways that humans organized themselves socially as populations increased will provide background knowledge that students need to study ethnicity in the United States. Later lessons introduce the histories and cultures of specific ethnic groups in the United States and help students understand how identity and experience are sometimes shaped by belonging to these groups. Students will then investigate factors that lead members of different ethnic groups to immigrate to the United States and consider how these groups and their cultures have shaped American society. Students will also analyze the power structures that impact the lived experiences of Americans in various ethnic groups, identifying patterns of oppression and resistance throughout each group's history. Throughout the course, students are encouraged to identify and appreciate aspects of their own identity as well as the cultures, strengths, achievements, and values of the major ethnic groups in the United States. A key feature of the course is the emphasis given to the perspectives of individuals from historically marginalized groups that are rarely represented in textbooks. The goal is to add these voices to the larger historical narrative so that students can see themselves and all of their classmates as vital parts of the American story.

World Language

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Spanish 1	1.0	9-12	One year	World Language	None
Spanish 2	1.0	9-12	One year	World Language	Spanish 1
Spanish 3	1.0	9-12	One year	World Language	Spanish 1 & 2
AP Spanish Language	1.0	11-12	One Year	World Language	Spanish 1 & 2
American Sign Language 1 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	None
American Sign Language 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	American Sign Language 1
French 1 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	None
French 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	French 1
French 3 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	French 1 & 2
German 1	1.0	9-12	One Year	World Language	None

(availability based on teacher certification)					
German 2 *(availability based on teacher certification)*	1.0	9-12	One Year	World Language	German 1

Spanish 1

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course introduces the basics of the Spanish language by learning through reading, writing, listening, and speaking about personal interests and hobbies; asking for directions; and how to discuss activities with friends using vocabulary associated with restaurants, traveling, and vacations. The course also explores cultures of some Spanish-speaking countries, such as Mexico, Colombia, Argentina, Spain, and Peru.

Second Semester: This course explores how to discuss school subjects, professions, and daily routines; as well as illness and injury; shopping; and money through reading, writing, listening, and speaking. The course also explores cultures of some Spanish-speaking countries, such as Venezuela, Chile, Ecuador, Guatemala, and Cuba.

Spanish 2

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1

Course Description

First Semester: This course builds reading, writing, listening, and speaking skills in order to discuss social relationships, climate, various animals, fables, holiday customs and traditions, and outdoor activities. The course also explores cultures of some Spanish-speaking countries, such as Paraguay, Puerto Rico, El Salvador, Costa Rica, and Bolivia. Topics include: history, products, traditions, practices, and perspectives of each of these countries.

Second Semester: This course continues to build reading, writing, listening, and speaking skills in order to discuss transportation, extracurricular interests, professions, cuisine, clothing, health, and technology. Topics include: present, past, future, and conditional tenses; present subjunctive mood; explores cultures of some Spanish-speaking countries, such as the Dominican Republic, Equatorial Guinea, Honduras, Uruguay, and Panama.

Spanish 3

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1 & 2

Course Description

First Semester: This course builds reading and writing of informative, argumentative, and descriptive

texts; listening and speaking skills using the indicative subjunctive and imperative moods. The course also explores significant historical events of some Spanish-speaking countries, as well as cultural products, practices, and philosophies.

Second Semester: This course continues acquiring the Spanish language through reading poems and short stories by notable Spanish-language authors. The continuation of writing, listening, and speaking includes exploring behavioral norms in different Spanish-speaking cultures, in order to discuss these topics in the indicative and subjunctive moods in a variety of tenses.

AP Spanish Language

Grade level: 11-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: Spanish 1&2

Course Description

The AP Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP Spanish Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish Language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of Spanish speaking areas of the world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP Spanish Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

American Sign Language 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course provides an introduction to American Sign Language (ASL). The course provides guidance in how to communicate with ASL across a variety of basic subjects, including greetings and introductions, information sharing, personal characteristics, family, traveling, and living spaces. The course also explores details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including fingerspelling and signing parameters.

Second Semester: This course continues to explore introductory concepts in American Sign Language (ASL). The course builds on the first half to guide students in how to communicate on a variety of basic subjects, including with food items, directions, store interactions, job roles, health topics, and plans built around schedules and times. The course also highlights more details about Deaf culture, the history of ASL, and the general rules and concepts needed for communicating effectively through sign language, including classifiers and specific grammar rules.

American Sign Language 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: ASL 1

Course Description

First Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). The course begins with a review of cultural facts and ASL rules and concepts from American Sign Language I. New topics that follow include major milestones and famous figures in Deaf cultural history, appropriate etiquette and behaviors in Deaf interactions, ASL literature and performances, and different language styles and skills among Deaf communities, among others. Projects throughout the course will assess knowledge of signing vocabulary and mastery of proper signing form.

Second Semester: This course explores intermediate concepts related to Deaf culture and American Sign Language (ASL). Topics include the ways to be considered a part of the Deaf community, history of minority subgroups within the community, accessibility options that help deaf people function effectively in everyday society, and common ASL signing approaches and techniques that deaf people are likely to practice. Vocabulary activities provide demonstrations of signs related to topics like money, leisure activities, and thoughts and opinions. Projects throughout the course assess signing vocabulary and mastery of proper signing form.

French 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: French 1

Course Description

First Semester: This course focuses on the continuation and enhancement of language skills presented in Level 1. Vocabulary and grammar structures are revisited and expanded to provide students an opportunity to move towards an intermediate comprehension level. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities, reading of culturally-related articles of interest and responding to reading in the target language. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

Second Semester: This course continues the enhancement of language skills. Vocabulary and grammar structures are revisited and expanded as students explore other French-speaking areas. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities related to travel, to the Olympics, to natural disasters, and to the space program. Reading of culturally related articles of interest and responding to reading in the target language, along with the use of technology, reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.

French 3 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: French 2

Course Description

First Semester: In this course, students further deepen their understanding of French by focusing on the three modes of communication: interpretive, interpersonal, and presentational. Each unit consists of a variety of activities which teach the students how to understand more difficult written and spoken passages, to communicate with others through informal speaking and writing interactions, and to express their thoughts and opinions in more formal spoken and written contexts. Students should expect to be actively engaged in their own language learning, use correct vocabulary terms and phrases naturally, incorporate a wide range of grammar concepts consistently and correctly while speaking and writing, participate in conversations covering a wide range of topics and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, read and analyze important pieces of Hispanic literature, and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in French. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Second Semester: Coming Soon!

German 1 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.

Second Semester: This course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.

German 2 *(Availability based on required teacher certification)*

Grade level: 9-12
Credits: 1.0 (0.5 per semester)
Prerequisite Courses: German 1

Course Description

First Semester: In this course, students build on grammar and language skills that they acquired during their G1A and G1B courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.

Second Semester: In this course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.

Visual/Performing Arts

2.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Origins of Art History	.5	9-12	One semester	VPA	None
Modern Art History	.5	9-12	One semester	VPA	None
Fashion Design	1.0	9-12	One year	VPA	None
Graphic & Web Design	.5	9-12	One semester	VPA	None
Interior Design	1.0	9-12	One year	VPA	None
Photography Basics	.5	9-12	One semester	VPA	None
Theater Studies	.5	9-12	One semester	VPA	None
Journalism	0.5	9-12	One Semester	VPA	None
Gaming Unlocked	0.5	9-12	One Semester	VPA	None

Origins of Art History (Prehistory - 1750)

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores art of the prehistoric, ancient, medieval, Renaissance and Rococo periods to understand how to read and interpret art.
**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

ModernArt History (1750 - Present)

Grade level: 9-12

Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores art of the late 1700s to modernity from Western movements in artworks and architecture to China, Japan, Africa, Oceania, Southeast Asia, India.
**Given the subject matter, the course is extensively visual. Please also be aware that this course includes depictions of nudity, as many art movements celebrate the human form. Many important and influential works of art include nudity, and it would be nearly impossible to teach art history without including them.*

Fashion Design

Grade level: 9-12
Credits: Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the tools and principles of fashion design. Topics include: the use of color, creation of an inspiration board, fabrics and materials, and tools and machines used by fashion designers.

Second Semester: This course explores the skills and education required in the fashion industry. Topics include: the range of jobs in the industry, skills for success, such as interviewing, workplace communication, and teamwork.

Graphic & Web Design

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores visual communication and explores the range of careers in the field. Topics include: principles of design, ethics of creative fields, and the publishing process.

Interior Design

Grade level: 9-12
Credits: Credits: 1.0 (0.5 per semester)
Prerequisite Courses: None

Course Description

First Semester: This course explores the principles and elements of design. Topics include: skills, roles and responsibilities of interior designers, specialties of interior design, history of design, design materials, furniture, accessories, and modern developments affecting interior design, such as the Americans with Disabilities Act (ADA), universal design, and green design.

Second Semester: This course explores career options in residential, commercial, and mobile design, getting credentialed, and networking in professional organizations. Topics include: leadership, group dynamics, codes of ethics; lighting, windows, walls, furniture, accessories, textiles, and floor treatments in residential and commercial designs as well as related information on materials, fabrication, and installation; review of the elements and principles of design, the Americans with Disabilities Act (ADA), and universal design.

Photography Basics

Grade level: 9-12

Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course explores proper use of photography equipment, how to build a portfolio of work, and describes the steps to starting a career in this field. Topics include: the habits and etiquette of the profession.

Theater Studies

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

Have you ever wondered how a play goes from the playwright's mind all the way into a multi- million dollar Broadway production? In this course, you'll learn the whole process! This course provides a thorough introduction to the theater by providing an overview of major topics in theater studies, with a blend of theoretical and practical lessons. In the first half of this course you will learn about the definitions of theater, theater history, and contemporary theatrical genres. The second of half of the course will guide you through all of the elements of putting on a professional theatrical production. You will learn about the entire production process, from playwriting through opening night, including elements of technical theater, the rehearsal process, and audience response. Whether you're an aspiring actor, technician, director, or producer, or even just an avid theater-goer, this course is for you.

Journalism

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group projects will also be a part of this class. This course is a project based course and does not include traditional tests, unit level understanding is assessed through unit projects.

Gaming Unlocked

Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None

Course Description

Gaming Unlocked researches the basics of gaming, from what makes games fun to what makes them work by exploring quality in a variety of games such as mental games, board games, and video games. This course does not require students to know or learn a programming language. The emphasis is on the history and design of games and the different careers available in the game industry.

PE/HEALTH

1.0 credits required

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Health 101	.5	9-12	One semester	Health	None
Physical Education A/B	.5/ 1.0	9-12	One semester/ One year	Physical Education **only PE A is required to meet req*	None
Personal Fitness	1.0	9-12	One Year	N/A (Elective)	

Health

Grade level: 9-12

Credits: 0.5

Prerequisite Courses: None

Course Description

This course explores how behavioral choices, such as nutrition and physical activity, affect health, then provides information to make healthy choices. Topics include: nutrition and physical activity; growth, development, and sexual health; safety and injury prevention; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Physical Education A/B

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

**Only Physical Education A is required to earn PE credit towards graduation*

Course Description

First Semester: This course examines the importance of physical activity, personal fitness, and healthy eating habits. Topics include: useful techniques and different aspects of sport and recreation, a personal fitness evaluation, the design of a personal exercise plan and tracking of results.

Second Semester: This course explores key concepts that lead to improved fitness, wellness, and overall health. Topics include: description of the human body, including anatomy, physiology, and nutrition; practical applications, such as metabolism manipulation, correct exercise form, and effective programming for personal health goals.

Personal Fitness

Grade level: 9-12

Credits: 0.5 (per semester)

Prerequisite Courses: None

Course Description

First Semester: This course explores key concepts from combative sports, gymnastics and tumbling, and a variety of team sports and activities. The focus is on advanced fitness guidelines and cognitive factors that affect performance. Topics include: motor skill development, game strategy, self-evaluation of fitness, setting goals, designing an exercise plan, and tracking results.

Second Semester: This course explores how to develop personalized physical fitness plans while completing physical activities throughout the course. Topics include: how to assess fitness levels, modify fitness goals, evaluate fitness products and programs, leadership, and progress tracking in a daily physical activity log.

Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Accounting	0.5	9-12	One Semester	No - Elective	None
AP Computer Science Principles	1.0	10-12	One Year	VPA/3rd Year Science	Intro to Java Programming
Business Law	0.5	9-12	One Semester	No - Elective	None
Character Education	0.5	9-12	One Semester	No - Elective	None
Child Development	0.5	9-12	One Semester	No - Elective	None
Criminology & Justice	0.5	9-12	One Semester	No - Elective	Criminology & Forensics
Entrepreneurship	0.5	9-12	One Semester	No - Elective	None
Intro to Business	0.5	9-12	One Semester	No - Elective	None
Principles of Marketing	0.5	9-12	One Semester	No - Elective	None
Professional Sales	0.5	9-12	One Semester	No - Elective	None
Psychology	.5/ 1.0	9-12	One Semester or One year	No - Elective	None
Public Speaking	.5	9-12	One Semester	No - Elective	None
Study Skills	.5	9-12	One Semester	No - Elective	None

Sociology	.5	9-12	One Semester	No - Elective	None

Accounting

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this semester course, you will explore accounting, including investigating accounting careers. You will learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. You will also learn how to reconcile a bank statement and to prepare payroll records. This course covers the basic principles of financial accounting for individuals and for companies with attention to both the mathematical formulas and to the ethical side of accounting. Each unit has practical exercises including a project at the end of the unit.

AP Computer Science Principles

Grade level: 10-12
Credits: 1.0
Prerequisite Courses: Intro to Java Programming

Course Description

AP Computer Science is a year-long introductory, college-level computer science course. In this course, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts such as modularity, variables, and control structures. College level AP Computer Science is designed to help students prepare to take the Advanced Placement AP Computer Science A Exam ™ administered by the College Board.
The Java Programming course teaches students all Java skills required on the “AP Computer Science A” exam. While it can be taken standalone with no prerequisites, this is one of our most advanced courses, and some degree of technical comfort is recommended.

Business Law

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Students learn about the American legal system. They examine ethics, court systems, criminal law, and law of torts. They examine how the court systems work together, and what misconduct results in going to court. It is important to also understand your consumer rights. As they progress through the course, they will also gain an understanding from a business perspective what is right and wrong business actions and employment laws. As an employee or employer it is important to understand the laws that protect the employee and employer. The study will focus on the formation of a business and the basic legal issues associated with each type of business.

Character Education

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
This course explores values of truthfulness, trustworthiness, responsibility, diligence, and integrity. The course offers specific, real world situations to interpret and connect to these traits to provide safe and appropriate ways to respond in real time. Topics include: identifying bullying, how to develop a bullying-prevention mindset.

Child Development
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.

Criminology & Justice
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Criminology and Forensics
Course Description
Criminology and Justice is a beginner-level course on criminal procedures that explores the criminal justice system, non-forensic evidence, and what happens inside the courtroom.

Entrepreneurship
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Entrepreneurship explores entrepreneurial characteristics, business leadership, and the skills and steps involved in marketing, developing, starting, and exiting a business. Key topics and activities include hands-on projects to apply the knowledge as a small business owner and entrepreneur.

Intro to Business
Grade level: 9-12
Credits: Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the basic business concepts that will help them understand how a business survives in today's economy and the role that consumers play in the same economy. Students will learn how to balance a checkbook, save for the future, and use credit wisely. Students will also learn how to create a resume and how to participate in a job interview.

Principles of Marketing
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
Principles of Marketing explores the interactions between businesses, consumers, and the economy as

well as the role of marketing and how marketers get their information. The course culminates in the creation of a marketing plan.

Professional Sales

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Professional Sales explores the role sales plays in the national economy, the importance of ethical behavior in business. Topics include: how to build, train, motivate, and evaluate a sales team; the role of buying motives; the selling process; and the importance of data.

Psychology

Grade level: 10-12
Credits: .5 or 1.0
Prerequisite Courses: None

Course Description

First Semester: This course explores human behavior, behavior interaction and the progressive development of individuals. Topics include: major theories and orientations of psychology, psychological methodology, human growth and development, individual variation and personality, psychobiology, as well as sensation and perception.

Second Semester: This course explores human social interactions, psychological therapies, and careers in the field. Topics include: psychological perspectives, positive relationships, social and cultural diversity, language structures, memory and cognition, psychological testing, statistical research, stress/coping strategies, and mental health.

Public Speaking

Grade level: 9-12
Credits: .5
Prerequisite Courses: None

Course Description

Public Speaking explores effective communication skills for success in a variety of speaking situations. Topics include: small and large group discussions, delivery speeches in front of audiences, research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Study Skills and Strategies

Grade level: 9-12
Credits: .5
Prerequisite Courses: None

Course Description

This course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies,

gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.

Sociology

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.

Muskegon Covenant Academy Required Electives

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Reading Recovery	0.5	9-12	No - meets MCA graduation reqs	None
Math Recovery	0.5	9-12	No - meets MCA graduation reqs	None

Reading Recovery

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Reading Recovery is a short-term intervention designed to accelerate the progress of the lowest performing readers. Some students find it hard to learn to read and write for many different reasons. Reading Recovery class will help these students improve their reading skills and work towards reading at grade level. The Reading Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. In this way, the student catches up with classmates quickly and the help is no longer needed. Fast ForWord is the reading intervention program that is used for Reading Recovery.
Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Math Recovery

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Math Recovery is a short-term intervention designed to accelerate the progress of the students with the lowest performance in math. Math Recovery class will help students improve their math skills and work to close gaps in learning and work towards performing math at grade level. The Math Recovery teacher will work closely with a small group of students providing an individually designed intervention based on the students unique strengths and needs. The goal being the student catches up with classmates quickly and the help is no longer needed.
Students will be assessed for reading proficiency via NWEA. When students establish proficiency on the NWEA they will be awarded credit for the course.

Muskegon Covenant Academy Graduation Requirements

Course Name	Credits	Grade	Meets MMC Reqs	Prerequisite
Career Planning and Work Readiness	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None
Career Planning	NA - MCA graduation requirement	9-12	No - meets MCA graduation reqs	None

Career Planning and Work Readiness

Grade level: 9-12
Credits: NA - MCA Graduation Requirement
Prerequisite Courses: None

Course Description

The Career Planning and Work Readiness Class guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success, and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive career transition portfolio that reflects their skills and abilities, as well as their interests, values and goals. The Final Portfolio will include: Resume, cover letter, sample application with references, letter of introduction, sample thank you letter, summary evaluation of mock interviews. The final portfolio will be approved by an instructor or administrator.

Career Planning

Grade level: 12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals.

Career/Technical Electives

Availability of Elective courses are dependent on teacher certification. Some courses may not be offered.

Course Name	Credits	Grade	Duration	Meets MMC Reqs	Prerequisite
Adobe After Effects	0.5	9-12	One Semester	VPA	None
Adobe Illustrator	0.5	9-12	One Semester	VPA	None
Adobe Indesign	0.5	9-12	One Semester	VPA	None
Adobe Photoshop	0.5	9-12	One Semester	VPA	None
Adobe Premiere Pro	.5	9-12	One Semester	VPA	None
Aeronautics and Space Travel	.5	9-12	One Semester	3rd year Science	None
Agriscience 1, 2, 3	.5 each class	9-12	One Semester	3rd year Science	Cumulative
Architectural Design 1, 2+, 3	.5 each class	9-12	One Semester	VPA	Cumulative
Augmented and Virtual Reality Applications	.5	9-12	One Semester	VPA/3rd year Science	None
Building Maintenance Technology 1, 2+	.5 each class	9-12	One Semester	4th year math/3rd year science/VPA	Cumulative
Career Exploration in Dentistry	.5	11-12	One Semester	3rd year science/VPA	None
Career Exploration in Finance	.5	11-12	One Semester	4th year math/VPA	None
Career Exploration in Healthcare	.5	11-12	One Semester	3rd year science/VPA	None

Cloud Technologies and the Internet Of Things	.5	10-12	One Semester	3rd year science/VPA	None
Construction: Fundamentals and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Cybersecurity	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Drones: Remote Pilot+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Early Childhood Education 1+, 2+	.5 each class	9-12	One Semester	VPA	Cumulative
Education & Teaching Advanced	.5	9-12	One Semester	VPA	None
Entrepreneurship & Small Business+	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Bitcoin & Cryptocurrency	.5	9-12	One Semester	4th year math/VPA	None
Fundamentals of Blockchain & Cryptography	.5	9-12	One Semester	4th year math/VPA	None
Health Management & Information Systems	.5	9-12	One Semester	3rd year science/VPA	None
Introduction to Artificial Intelligence	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Game Design	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Javascript Tower Defense	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Java SE 8 Associate+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
LEED Green Associate+	.5	9-12	One Semester	3rd year science/VPA	None

Microsoft Excel+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Microsoft Outlook	.5	9-12	One Semester	VPA	None
Microsoft Powerpoint+	.5	9-12	One Semester	VPA	None
Microsoft Word+	.5	9-12	One Semester	VPA	None
Networking+	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Project Management+	.5	9-12	One Semester	4th year math/VPA	None
Python Multiplayer Adventure	.5	9-12	One Semester	VPA	None
Quickbooks	.5	9-12	One Semester	4th year math	None
Roblox Worlds Coding with LUA	.5	9-12	One Semester	VPA	None
Robotics: Applications and Careers	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Smart Cities: Technology and Applications	.5	9-12	One Semester	3rd year science/VPA	None
Social Media Business Marketing+	.5	9-12	One Semester	VPA	None
Startups and Innovation	.5	9-12	One Semester	VPA	None
Swift App Development	.5	9-12	One Semester	4th year math/3rd year science/VPA	None
Teaching as a Profession	.5	9-12	One Semester	VPA	None
The History of Gaming and ESports	.5	9-12	One Semester	VPA	None

Transportation Technologies	.5	9-12	One Semester	3rd year science/VPA	None
Wearable Technology Innovations	.5	9-12	One Semester	3rd year science/VPA	None

Adobe After Effects

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive Adobe After Effects software. Adobe After Effects is the industry standard for making motion graphics and special effects for presentations, internet content, and video. Both Windows and Mac OS systems can run After Effects, so students will uncover the nuances of working with each. The modules in the course will take students through the creation of a project from defining the audience to organization to publishing their creations.

Adobe Illustrator

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the Adobe Illustrator and prepares students to take the ACA Certification Exam on Illustrator. Students will get an insight into what it is like working in the graphic design industry. Students will learn everything from absolute basics like navigating Illustrator to performing complex tasks like managing colors, drawing, creating illustrations, and much more. The course contains guided video tutorials, hands-on projects, and step-by-step resources that help students learn how to work in Illustrator.

Adobe Indesign

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe InDesign and prepares students to take the ACA Certification Exam on InDesign. Students will get an insight into what it is like working in the print and digital media publishing industry. Over 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign.

Adobe Photoshop

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students to demonstrate expertise in Adobe's Photoshop software and take the ACA Certification Exam on Photoshop. Students will learn through engaging and interactive content, projects

and practice exam items aligned to the learning objectives outlined by Adobe's exam specifications. Students will leave this course with career-ready, real-time skills in one of the most popular software programs in the world!

Adobe Premiere Pro

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Adobe Premiere Pro. Students will get an insight into the video design and production industry. Over 7 modules, students will progress from absolute basics like navigation to performing complex tasks like editing videos, applying filters and effects, and even creating original artwork. The course contains guided tutorials, engaging projects, and great resources that will help students practice and learn how to work in Premiere Pro. This course also prepares students for the Adobe Certified Professional (ACP) Certification Exam on Premiere Pro.

Aeronautics and Space Travel

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the history and near future of space travel. Students will explore the possibilities of moon bases, Mars colonies, and visiting the outer planets in our solar system and their moons. Students will also discuss important ethical and legal issues around space exploration, such as asteroid mining and war in space. The course gives an expansive view of the technologies, science, and theories that will make far-fetched dreams into realities during the student's lifetime.

Agriscience 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course will prepare students for careers in agriscience. Agriculture is the world's largest industry, so the critical nature of understanding how agriculture must thrive in unpredictable conditions cannot be overstated. Throughout the modules, students will gain an understanding of some of the fundamental issues in agriscience, including safety, environmental factors such as climate change and extreme-weather conditions, plant and animal science, and food safety. Additionally, students will explore how they can emerge as leaders in such a complex and exciting industry!

Agriscience 2

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Agriscience 1

Course Description

In this course, students will explore the various components of agriscience careers and agricultural living. Beginning with career exploration, students will become familiar with the vast array of opportunities that exist in agriscience. They will discover what is necessary for the proper care and management of livestock from keeping living quarters clean to caring for newborn animals. Students will understand the ways in which plants, crops, and vegetation thrive in varying conditions. They will explore the fundamentals of

running a successful agriscience operation as well as how agriscience affects and is affected by global economic conditions.

Agriscience 3

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Agriscience 1 & 2

Course Description

This course further delves into agriscience as a core global business. Students will explore fundamental business operations and structures as well as financial considerations. Students will understand the nutritional needs of livestock in order for them to be free from disease and be able to thrive in good health. Plants are heavily dependent on proper fertilization, irrigation, and nutrition to prosper. Thus, students will take a comprehensive look at the systems necessary to produce bountiful crops. The course will be rounded out learning about the tools and techniques needed to run an agriscience business and harvest crops.

Architectural Design 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In Architectural Design I, students will review various concepts used in the design and architecture field. They will learn about basic drafting equipment and how to use and maintain it. They will analyze challenges and solutions within the development of design. They will also learn how to prepare drawings manually and using AutoCAD software. A substantial portion of the course will be spent on sequential processes so that students develop an understanding of creating and annotating drawings as well as how to apply standard rules regarding line types, offset objects, creating layers, and setting up a page for plotting. They will also explore three dimensional drawing and use coordinating and navigation systems to create them.

Architectural Design 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Architectural Design 1

Course Description

In this course, students will learn various concepts used in the design and architecture field. They will gain an understanding of basic architectural and civil drawings as well as prepare for the Autodesk® Certified User certification in AutoCAD exam. In addition to learning fundamental architectural drawing concepts like creating site plans, floor plans, and electrical plans, students will learn functions of Computer-Aided Drafting (CAD). CAD functions build on the foundation of architectural drawing, using specialized tools for enhancement, layout, and scale. Students will review the essentials of civil drawings including the interpretation and development of topographical illustrations. To round out the course, students will prepare computer-aided drawings to demonstrate utilizing software to perform activities such as drawing site plans, roof plans, and wall sections. Finally, students will be provided an overview of the requirements, structure, and preparation techniques for the Autodesk® Certified User certification in AutoCAD exam.

Architectural Design 3

Grade level: 9-12
Credits: 0.5

Prerequisite Courses: Architectural Design 1 & 2+

Course Description

In Architectural Design III, students will review various concepts used in the design and architecture field. They will learn about additional CAD functions, professional ethics, and legal responsibilities as well as explore career options and complete a comprehensive Architectural Design project.

Augmented and Virtual Reality Applications

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Separating hype from reality is hard… especially in the fast-growing and evolving space of augmented and virtual reality (AR/VR). Recent advances in technology have allowed AR/VR systems to become extremely sophisticated and realistic. This course introduces students to the technologies that underpin AR/VR systems. Then the course walks through 5 Applications of AR/VR and how they will change and impact numerous aspects of our lives and the economy. Students will also learn about and discuss the risks and side effects of these systems, including health, privacy, and ethical implications.

Building Maintenance Technology 1

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Building Maintenance Technology course will focus on all aspects of the construction industry from health and safety to the tools that every construction professional needs in their collection. Students will learn about the various roles in the industry as well as job outlooks, educational and experiential requirements, and salary information. Some activities will focus on career exploration to discover career options that best align with interests and talents. Students will learn basic construction math and how it is Applied during design and building phases of projects. They will learn specifics about carpentry, construction drawings, framing floor systems, framing walls, and framing roofs. Throughout, they will establish a foundation for what opportunities exist for them in the industry.

Building Maintenance Technology 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Building Maintenance Technology 1

Course Description

The Building Maintenance Technology II course will focus on construction components, masonry skills, and OSHA. Students will learn about the various masonry and concrete skills as well as safety measures. Some activities will focus on the real-world Application of learned skills with hands-on components. Students will learn about erecting, plumbing, and bracing in relation to concrete as well as laying masonry units. Finally, students will learn important science skills for the construction industry and prepare for the OSHA 30-hour Construction certification exam.

Career Exploration in Dentistry

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description
This course introduces students to the exciting and varied career opportunities in the dentistry profession, from dental assistant all the way up through oral surgeon. Students will review the history of dentistry globally and in the U.S., and will learn key dental terminology. The course will introduce the roles and tasks done as well as skills and education required of nearly every member of the dental staff. Students will gain an understanding of what it takes to perform each position, and how they work together.

Career Exploration in Finance
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the challenging and lucrative world of finance. While "Wall Street" may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society.

Career Exploration in Healthcare
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the exciting and varied career opportunities in the healthcare industry that will be in demand in their future! The course will introduce the roles and tasks, identify education and skills needed, identify responsibilities of roles which support or supervise their role, analyze legal and ethical responsibilities, limitations, and implications for each of these professions.

Cloud Technologies and the Internet of Things
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
First, we had the internet of computers. Then with the advent of email and social media, along with mobile technology, it became the internet of people. Today's world is increasingly becoming the internet of things. With advances in battery power, sensors, and computer chips, more and more devices are being connected to the internet. This will allow them to be monitored, controlled, and used more effectively for people and businesses. This course will examine the trends and opportunities surrounding the Internet of Things. Students will learn about the technologies, hardware, and software that underpin the Internet of Things. The course will examine a variety of end-market Applications in our homes, businesses and cities. Finally, students will learn about the many career opportunities that the Internet of Things will enable.

Construction: Fundamentals and Careers
Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None
Course Description
This course introduces students to the evolving industry of construction! In addition to building on

standard concepts such as technical skills, project planning, and regulations, students will learn about the variety of career possibilities within construction. They will also explore the entrepreneurial side of construction and discover what it takes to start and run your own business in this field. Finally, the course will look towards the future and analyze trends in green materials, energy efficiency, and technology to determine how these will impact the homes we build and live in.

Cybersecurity

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In the Cybersecurity course, students will learn about the practice of protecting networks, systems, and programs from digital attacks. They will better understand the aim of these attacks, such as destroying information, extorting money and resources, or disrupting business operations. They will learn about the challenges and opportunities that implementing cybersecurity measures can present. As attackers become more innovative, it is more important than ever to have effective cybersecurity channels in place to counter them. Students will learn about countermeasures and role recovery and their integral function in the cybersecurity realm. Additionally, students will learn what makes certain networks and systems more vulnerable to attacks. They will become adept at identifying potential viruses, worms, threats, and malware. The Cybersecurity course acts as a foundation on which to build extensive knowledge about threats to digital security.

Drones: Remote Pilot+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students to take the Federal Aviation Administration (FAA) Part 107 exam, also known as the Unmanned Aircraft General – Small (UAG) exam, which is essential to becoming a commercial drone pilot. The field of unmanned aerial vehicles is growing rapidly, as the opportunities to use them for search and rescue, photography, recreation, inspection, and many others continue to multiply. Students will learn the critical facts to prepare for the test's topics, which include: regulations, airspace & requirements, weather, loading & performance, and operations. The course will conclude with a look at the most promising careers in the field of drones.

Early Childhood Education 1+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn, and grow is a point that is highlighted throughout each lesson.

Early Childhood Education 2+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: Early Childhood Education 1

Course Description

The Early Childhood Education II Course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice (DAP) and how to implement these strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge. Additionally, this course will prepare students for the Child Development Associate (CDA) certification exam.

Education & Teaching Advanced

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course is designed to prepare future educators for the classroom they will inherit! It starts with a history of education and how blended, adaptive, and personalized learning are coming to the forefront in learning. It then explores new and emerging technologies, along with their current and future impact on education. Throughout the course, students will explore a wide range of career possibilities in the education field and evaluate both the promises and pitfalls of technology in education.

Entrepreneurship & Small Business+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course prepares students for the Entrepreneurship and Small Business Certification exam. This certification has been designed to test concepts around starting and managing a small business. These topics include entrepreneurship, evaluation of opportunities, preparation to start a business, operation of a business, marketing, and management of finances. Students gain insights and understand real-world applications that will not only allow them to succeed in passing the certification exam, but also in successfully starting, working in, or running a small business.

Fundamentals of Bitcoin & Cryptocurrency

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Upon completion of this course, students will understand bitcoin, including its history, development, and context within the modern global economy. Students will learn the basic cryptographic principles that underlie bitcoin, and gain confidence by demonstrating strong security principles in storing and transaction bitcoin. Key principles such as mining, wallets, and hashing will be introduced. And finally they will be familiarized with the nascent industry of digital currencies and how they function.

Fundamentals of Blockchain & Cryptography

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Blockchain seems to be the latest buzzword that the business world is talking about. But what is it? And why should a high school student care? This course will seek to answer those questions. It will strip away the layers of complexity and sophistication to help students understand the key concepts of the blockchain. The course will introduce and discuss areas where blockchain has the greatest potential.

Health Management & Information Systems

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore the comprehensive world of healthcare information and management. Throughout the modules, students will learn about the history of the healthcare system as well as the current best practices in the field. They will explore the innovative technologies being developed and applied in patient care and patient privacy. Students will become familiar with the specific terminology utilized within the clinical and information technology systems. Students will investigate the complexities of the business of healthcare including data organization and security considerations. Finally, students will identify the ways in which communication and leadership go hand in hand with a thriving career in healthcare information and management systems.

Introduction to Artificial Intelligence

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course teaches what every student should know about Artificial Intelligence. AI is a fast moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI's impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.

Javascript Game Design

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! Accelerate Education is offering a JavaScript game design online course for grades 6-12. This course will teach students JavaScript through coding multiple computer games including, pong, fish, a platformer and tower defense! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes no coding

experience and includes self graded quizzes and tests. Students will also upload their work at the conclusion of each project while creating an online portfolio. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Javascript Tower Defense

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

JavaScript is one of the best languages to learn, it makes the browser come alive! This course will teach students JavaScript through a tower defense game! They then will code or customize their own game! Students will be writing all the code themselves from going through the individual lessons and watching the video reviews. They will learn about variables, functions, listening events, loops, arrays and objects. This course assumes some coding experience and includes graded quizzes, project uploads, and teacher requirements. Students must have access to a computer with internet access and an internet browser. The computer may run Windows or Mac OS, no chromebooks.

Java SE 8 Associate+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Java SE 8 course is designed to provide preparation for the Oracle Certified Associate (OCA) exam. Throughout the course, students will learn about Java from the basics to string builder methods. They will spend a significant portion of the course learning about the basics of Java, data types, operators, arrays, loop constructs, encapsulation, inheritance, exceptions, and API.

LEED Green Associate+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the LEED process. LEED, or Leadership in Energy and Environmental Design, is the global standard for green building certification. Throughout the course, students will gain an understanding of the various components of green building. The theme of sustainability and sustainable construction is woven throughout each module both in terms of physical environment and as it pertains to LEED certification. Additionally, this course prepares students for the LEED Green Certified Associate certification exam.

Microsoft Excel+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the world of Microsoft Excel. Students will get an insight into the use of the product within the business setting. Over 8 modules, students will learn everything from absolute basics like navigating Microsoft Excel to performing complex tasks like formulas and functions. This course prepares students for the Microsoft Office Associate: Microsoft Excel Certification.

Microsoft Outlook

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will navigate Microsoft Outlook, which is the preferred email client for sending and receiving emails from the Microsoft Exchange Server. Outlook includes access to contact, email, calendar, and task management tools. Microsoft Outlook is a component of Office 365 and the Microsoft Office suite, including Microsoft Excel and PowerPoint. From fundamental processes like adding an account to more complex tasks such as customizing features to better accommodate specific needs, students will explore all that Microsoft Outlook can do.

Microsoft Powerpoint+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3DModels, Animations, and Transitions. This course prepares students for the Microsoft Office Associate Microsoft PowerPoint Certification.

Microsoft Word+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation to performing complex tasks like graphic elements and collaboration. This course prepares students for the Microsoft Office Associate Microsoft Word Certification.

Networking+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Networking course identifies the key principles of Networking in today's connected world. From network fundamentals and componentry to automation and programming, students learn the details of network access, connectivity, and security essentials. Through engaging interactivities, simulations, and projects, students will explore these networking concepts to further their career potential in this field. This course also prepares students for the Cisco Certified Network Associate (CCNA) certification exam.

Project Management+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

The Project Management course is intended to identify the key components of a career as a project manager. Students will review the basics in project management terminology, such as designating distinctions among projects, products, programs, and portfolios. They will delve into concepts like managing deliverables and creating engaging relationships with stakeholders. The primary components of project planning will be laid out and described in detail. Students will explore teams and organizational structures. They will discover project management tools and innovation being used in the industry. Overall, they will develop a greater understanding of the mechanisms that are in place to effectively carry out projects of any size through specific project management techniques.

Python Multiplayer Adventure

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Python is a powerful language designed to do just about anything! This course allows students to learn Python by first completing a text based console game and then turning it into a multiplayer adventure! Students will not only learn Python from going through the individual lessons and video reviews but also understand a client server relationship. They will get to code in their own python web server that allows connections through a browser. Students will gain experience using variables, classes, functions, lists, dictionaries, generators and proper Python formatting. Our Python online course is great for anyone interested in preparing themselves for future coding classes. This course assumes no coding experience and includes self graded quizzes and tests.

Quickbooks

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will explore how to start using QuickBooks Online. Learning this widely used accounting software will allow users to contribute to a large company's accounting team, or to use it independently as a small business owner. Students will learn how to complete administrative and accounting functions within QuickBooks. These include basics such as setting up lists, customers and products, to more complex tasks like managing journal entries and creating reports. Additionally, they will learn about the various services and products that can be added. As students learn about the accounting functions, they will discover how to record transactions, expenses, and receipts.

Roblox Worlds Coding with LUA

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Each individual lesson is made up of multiple lesson pages to teach a coding concept with text and visuals, provided in lesson practice and a step by step activity for students to add newly learned code to their existing game file. Grading will be based on quizzes, project uploads, and teacher requirements.

Robotics: Applications and Careers

Grade level: 9-12
Credits: 0.5

Prerequisite Courses: None

Course Description

It seems like many elementary to high school robotics courses are focused on coding a simple robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 Applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.

Smart Cities: Technology and Applications

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course will provide students with an overview of smart cities. The course will begin by providing a foundational explanation of what constitutes a smart city and why they are beginning to pop up around the globe. With a firm understanding of what a smart city is, the majority of the course will focus on various aspects of them such as energy, transportation, data, infrastructure, mobility, and Internet of Things devices. The course will conclude with an analysis of careers related to smart cities.

Social Media Business Marketing+

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared! This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to Social Media platforms and then goes in-depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field. This course also prepares students for the Social Media Strategist certification.

Startups and Innovation

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right? Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.

Swift App Development

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will learn about Swift App development and its components. Apple developed the powerful and user-friendly programming language Swift for creating iOS, Mac, Apple TV, and Apple Watch apps. Developers have more freedom than ever before, and the open-source app allows anyone with an idea to create something incredible. From planning to navigation to building, students will learn how to take an idea and create something potentially revolutionary!

Teaching as a Profession

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

Teaching can be a highly rewarding profession. Throughout the course, students will explore career opportunities within the field of education. They will learn what it means to be a professional in the classroom, whether it be working alongside co-teachers or managing an inclusive and diverse group of students. Students will learn about the code of conduct expected of educational professionals. Students will explore the history and best practices in the teaching profession as well as professional development opportunities. They will discover what it means to emerge as leaders in the field.

The History of Gaming and Esports

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and esports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.

Transportation Technologies

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

This course introduces students to the newest and most cutting edge futuristic transportation technologies out there. Students gain familiarity with the history of transportation development and understand a framework with which to evaluate new transportation modes. Then the course dives into 10 different technologies on the horizon. Students examine the technologies, the pros and cons of each mode, and explore potential career paths in these emerging fields.

Wearable Technology Innovations

Grade level: 9-12
Credits: 0.5
Prerequisite Courses: None

Course Description

From hearing aids to pedometers to smart watches, humans have made and worn devices to overcome physical deficiencies, count their steps, and communicate. With the continued miniaturization of chips and sensors, combined with increasing sophistication of artificial intelligence, wearable technology has proliferated into countless end-markets. This course will introduce students to wearable technologies and the components and software that make these technologies possible. The course will also evaluate several applications of wearable technologies in various industries. Finally, the course will examine and discuss the implications of wearable technology, including its pros and cons, and potential implications to our health, privacy, and society.

SCHEDULE 7-3

STAFF RESPONSIBILITIES

Except as otherwise provided by law, the Academy shall use certificated teachers according to state board rule. The Academy may use noncertified individuals to teach as follows:

(a) A classroom teacher in any grade a faculty member who is employed full-time by the state public university and who has been granted institutional tenure, or has been designated as being on tenure track, by the state public university, and

(b) In any other situation in which a school district is permitted under this act to use noncertificated teachers.

All administrators or other person whose primary responsibility is administering instructional programs or as a chief business official shall meet the certification and continuing education requirements as described in MCL 380.1246.

Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that complies with sections 1249 and 1250 of the Code. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Performance Evaluation System Commencing with the 2013-2014 School Year. If the Academy Board adopts and implements for all teachers and school administrators a performance evaluation system that complies with section 1249(7) of the Code, then the Academy Board is not required to implement a performance evaluation system that complies with section 1249(2) and (3). If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider adopts a performance evaluation system that complies with this section.

Parent Notification of Ineffective Teacher Ratings. Beginning with the 2015-2016 school year and continuing on during the term of this Contract, if a pupil is assigned to be taught by a teacher who has been rated as ineffective on his or her 2 most recent annual year-end evaluations under section 1249, the Academy Board shall notify the pupil's parent or legal guarding that the pupil has been assigned to a teacher who has been rated as ineffective on the teacher's 2 most recent annual year-end evaluations. The notification shall be in writing and shall be delivered to the pupil's parent or legal guardian by U.S. mail not later than July 15th immediately preceding the beginning of the school year for which the pupil is assigned to the teacher, and shall identify the teacher who is the subject of the notification.

Teacher and Administrator Job Performance Criteria. The Academy Board shall implement and maintain a method of compensation for its teachers and school administrators that includes job performance and job accomplishments as a significant factor in determining compensation and additional compensation earned and paid in accordance with Applicable Law. The assessment of job performance shall incorporate a rigorous, transparent, and fair evaluation system that evaluates a teacher's or school administrator's performance at least in part based upon data on student growth as measured by assessments and other objective criteria. If the Academy enters into an agreement with an Educational Service Provider, then the Academy Board shall ensure that the Educational Service Provider complies with this section.

AMENDMENT TO CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY

BETWEEN

MUSKEGON COVENANT ACADEMY
(A PUBLIC SCHOOL ACADEMY)
AND

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES
(AUTHORIZING BODY)

In accordance with Section 9.1 of the Terms and Conditions of the Contract ("Contract") dated July 1, 2024, issued by the GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES ("University Board") to MUSKEGON COVENANT ACADEMY ("Academy"), the parties agree to the following:

A. The following Contract Schedules are amended:

1. Amend 7-2, Curriculum, by replacing the current document with the document attached as Tab A.

2. Amend 7-3, Staff Responsibilities, by replacing the current document with the document attached as Tab B.

The undersigned have read, understand, and agree to comply with and be bound by the terms of and the conditions set forth in this Amendment to the Contract.

MUSKEGON COVENANT ACADEMY

By: _____
Jim Fisher

Its: Board President

Date: September 9, 2025

GRAND VALLEY STATE UNIVERSITY BOARD OF TRUSTEES

By: _____
Leah C. Breen

Its: Authorized Designee

Date: 9/17/2025

JOB DESCRIPTION 2023

Job Title/Department	*School Director*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*Vice President of Academics and Directors*

Job Purpose
The School Director will lead a school that is committed to the ongoing academic development and well-being of its students, teachers, and staff. The Director will provide strategic and instructional leadership and will oversee management of the day-to-day operations of the school.

Duties and Responsibilities
Primary job duties and responsibilities:

- Oversees daily school operations regarding academics, day-to-day activities, security, and staffing to ensure a successful school.
- Ensures high standards and expectations of student achievement and is accountable for student achievement and behavior.
- Agrees with and is committed to the academic goals and philosophy of Oakmont Education.
- Understands, abides by, and implements the policies, directives, and guidelines set forth by the management company.

Leadership and Operations Responsibilities

- Provides ethical and motivational leadership appropriate to the cultural and political context in which the school operates.
- Ensures responsive and effective systems and management of people and systems such that all students, parents, teachers, and staff are well supported
- Ensures an orderly, motivational, and aspirational culture and a strong school community where teaching, learning, and healthy relationships can thrive
- Develops and implements school policies.
- Facilitates and maintains professional internal and external relations with the board, donors, and local and national communities.
- Develops mutually supportive relationships with parents, characterized by good communication strategies and the intent to involve parents.

Curriculum and Instruction Responsibilities

- Encourages, develops, and monitors high levels of student achievement and learning through rigorous and engaging classes through implementation of the instructional framework.
- Implements consistent, data-driven strategies and support systems for managing students with the most challenging behaviors in a deterrent and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students, instruction, curriculum, and professional development.
- Implements student support systems that addresses students' academic and behavioral struggles holistically and involves parents, teachers, and all relevant staff as appropriate.

- Develops and maintains partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources.

Administrative Responsibilities

- Participates and monitors the RTI process.
- Maintains building-level budgets, expenses, and spending in an appropriate manner.
- Effectively creates and submits weekly/monthly reporting to supervisor.
- Maintains confidentiality concerning all student and staff information and in all professional matters.
- Develops and implements marketing plan to recruit students to the school and maintains enrollment.
- Oversees the school admissions process, ensuring compliance with the state charter law and school contract.

Facility and Personnel Development Responsibilities

- Supervises on-going development of teaching for all staff by observing and implementing:
    - Lesson observations
    - Regular use of data
    - Collaborative planning and inquiry
    - Informal support strategies including coaching and mentoring
    - Systematic use of formative assessment data to guide learning support and drive.
- Provides strategic leadership for school improvement and development.
- Coordinates professional development workshops for all staff.
- Maintains facilities in the appropriate manner and follows the appropriate procedures to remediate issues.
- Interviews, evaluates, and hires, through the appropriate processes, staff without discrimination.
- Collaborates with colleagues demonstrating a model of connected educators and develop positive working relationships with students, parents, and school staff.
- Is a part of a whole school team, actively involved in decision-making on the preparation and development of policies and programs of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- Perform all other job duties as assigned.

Qualifications, Education and Experience

Necessary and desirable qualifications include, but are not limited to, the following:

- Must have a passion for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- Commitment to continued personal and professional growth, and a commitment to the company's mission, vision and growth.
- Excellent communication, leadership, and presentation skills
- Strong interpersonal skills
- Experience in providing professional development trainings in areas of school improvement.
- A demonstrated record of success.

- Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels.
- Willingness to go "above and beyond" to support students in achieving academic goals.
- Proficiency in the use of technology
- Education Preferred:
    - Master's degree in Educational Leadership (Administrative certification welcomed but not mandatory)
- Experience preferred:
    - 3–5 years' experience as a school leader with significant areas of responsibility

Working Conditions
This job is performed in a generally clean and healthy environment. May work with challenging students at times.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion
This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Assistant Director*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose

The Assistant School Director is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; assuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. The Assistant School Director will model and enforce the policies and procedures of the School. The Assistant School Director reports to the School Director and assists the School Director with all of the educational and operational aspects of the school.

Duties and Responsibilities

Primary job duties and responsibilities:

- Supports the School Director and serves as Acting School Director in his/her absence.
- Supervises and evaluates all teaching faculty, curriculum design and improvement.
- Coordinates classroom activities with internship activities.
- Assists with teacher professional development, and teacher assignment in close cooperation with the School Director.
- Supports extracurricular activities, and the fulfillment of administrative duties as assigned by the School Director.

Leadership and Operations

- Assists in providing strategic leadership for school improvement and development
- Supports daily school operations regarding academics, day-to-day activities, security and staffing to ensure a successful school
- Ensures an orderly, motivational and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- Aligns students, teachers, staff, and parents around the company's values and approach
- Develops mutually supportive relationships with parents, characterized by good communication strategies and the intent to involve parents
- Maintains professional internal and external relations with the board, donors and local and national community demonstrating the school is well managed
- Implements consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Enforces code of conduct to maintain proper discipline and conduct
- Assists director with development, support, and implementation of school policies

Curriculum and Instruction

- Ensures high standards of achievement for all students
- Holds high expectations and is accountable for student behavior
- Utilizes data-driven behavior management systems and practices to ensure consistent norms of orderly, respectful behavior throughout the school that preserve the sanctity of teaching and learning in the classroom
- Works with and assists the staff in the development of effective classroom discipline and organization
- Communicates relevant policies and procedures with regard to student discipline, conduct and attendance to students, staff and parents
- Participates and monitors the RTI process
- Supports implementation of the instructional framework
- Partners with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources

Administrative

- Effectively creates and submits weekly/monthly reporting to supervisor
- Prepares required reports and paperwork such as discipline and suspension reports
- Assists the Director with student expulsions
- Maintains confidentiality concerning all student and staff information and in all professional matters

Facility and Personnel Development

- Supports ongoing development of teaching for all staff through a variety of strategies, including observing and implementing, Lesson observations, Regular use of data, Collaborative planning and inquiry, Informal support strategies, including coaching and mentoring, Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Assists in the evaluation of all staff according to policies and procedures
- Maintains facilities in the appropriate manner and follows the appropriate procedures to remediate issues
- Collaborates with colleagues demonstrating a model of connected educators and develops positive working relationships with students, parents, and school staff
- Is a part of a whole school team, actively involved in decision-making on the preparation and development of policies and programs of study, teaching materials, resources, methods of teaching and pastoral arrangements
- Performs all other job duties as assigned

Qualifications, Education and Experience

Necessary and desirable qualifications include, but are not limited to, the following:

- Passionate for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- Commitment to continued personal and professional growth
- Commitment to the company's mission, vision, and growth

- Experience setting and managing budgets
- Experience in communicating with diverse populations
- Excellent communication, leadership, and presentation skills
- Strong interpersonal skills
- Teaching experience
- Demonstrated record of success
- Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels
- Willingness to go above and beyond to support students in achieving academic goals
- Commitment to continued personal and professional growth
- Proficiency in the use of technology
- Education Preferred:
    - Bachelor's Degree in Education or related area.
    - Master's Degree is preferred
    - Administrative certification welcomed but not mandatory
- Experience Preferred:
    - 1–2 years' experience as a school leader or in a leadership role educational leadership experience or program management experience

Working Conditions
This job is performed in a generally clean and healthy environment. May work with challenging students at times.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.
Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion
This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	

Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Enrollment Specialist/Secretary*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose
The Enrollment Specialist/Secretary will be responsible for the organization and coordination of office operations, procedures, and resources to facilitate organizational effectiveness and efficiency and is responsible for supporting recruitment and successful enrollment of students.

Duties and Responsibilities
Primary job duties and responsibilities:

Customer Relations Responsibilities
- Communicates with customers, employees, and other individuals to answer questions, disseminate, or explain information and address complaints.
- Efficiently and effectively handles customer inquiries and complaints.
- Maintains a safe and secure working environment.
- Establishes a presence in the community for outreach and recruiting purposes.
- Supports in providing enrollment counseling for incoming students and families.
- Establishes a rapport with local and regional high schools and/or colleges.
- Participates in local community events to increase community awareness of the school and recruit enrollment.

Administrative Responsibilities
- Designs, implements, and maintains filing systems.
- Establishes and monitors procedures for record keeping.
- Ensures security, integrity, and confidentiality of data.
- Designs and implements office policies and procedures and maintain office supplies inventory.
- Demonstrates dedication, commitment, good character, honesty, integrity, and professionalism.
- Understands, abides by and implements the policies, directives and guidelines set forth by the management company.
- Performs other related duties as assigned.

Qualifications, Education and Experience
Necessary and desirable qualifications include, but are not limited to, the following:
- Must have a passion for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- commitment to continued personal and professional growth, and a commitment to the company's mission, vision, and growth.
- Knowledgeable of clerical practices and procedures.
- Excellent communication skills and strong interpersonal skills.

- Exceptional organizational and planning skills.
- Exceptional work and time management.
- Attention to detail and high level of accuracy.
- Ability to take initiative and be flexible.
- Proficiency in the use of technology
- Education Preferred:
    - High school diploma or equivalent
- Experience preferred:
    - 1–3 years of office experience and proven experience working with customers
    - Supervisory experience a plus

Working Conditions
This job is performed in a generally clean and healthy environment. May work with challenging students at times.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion
This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Teacher*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose

Teachers are committed to the ongoing academic development and well-being and safety of the students and the overall success of the school. The teachers enjoy ongoing, job- embedded staff professional development to ensure development of their personal and professional growth, as well as the success of every student.

Duties and Responsibilities

Primary job duties and responsibilities:

- Prepares instructional lesson plans aligned to applicable state standards.
- Implements the Instructional Framework with fidelity.
- Teaches all subjects following the school's course of study or as assigned.
- Responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- Creates and manages a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- Keeps accurate records on each student such as: grade books and report cards, lesson plans, attendance records, and behavior/discipline records.
- Utilizes data and assessment as a means to drive instruction.
- Maintains confidentiality concerning all student information and any professional matters.
- Works with staff to improve student learning and achievement.
- Uses advanced classroom management techniques.
- Collaborates with colleagues demonstrating a model of connected educators and develops positive working relationships with students, parents, and school staff.
- Uses computers and other technology provided by the company to assist and support students in their learning.
- Adapts and enriches the curriculum using multiple strategies and online tools in imaginative and enriching ways to actively engage students in their learning.
- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real world problems.
- Provides ample opportunities to all students to develop in activities outside the classroom such as student organizations, physical activities, and service learning.
- Ensures high standards of achievement for all students.
- Ensures an orderly, motivational, and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive.
- Identifies clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- Maintains good order and discipline among the pupils, safeguarding their health and safety.

- Organizes and manages groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
- Ensures effective use of support staff within the classroom, including parent helpers.
- Participates in all meetings as required.
- Is a part of a whole school team, actively involved in decision-making on the preparation and development of policies and programs of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- Performs all other job duties as assigned.

Qualifications, Education and Experience

Necessary and desirable qualifications include, but are not limited to, the following:

- Must have a passion for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- Willingness to go above and beyond to support students in achieving academic goals.
- Commitment to continued personal and professional growth, and a commitment to the company's mission, vision, and growth.
- Exceptional interpersonal, communication and presentation skills
- Effective organizational skills with the ability to perform multiple tasks.
- Has demonstrated ability to work effectively with all stakeholders.
- Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels.
- Proficiency in the use of technology.
- Education Preferred:
    - Bachelor's degree in Education
    - Certification/licensure in appropriate teaching area
    - Highly Qualified Teacher (HQT) status in teaching assignment
- Experience Preferred:
    - Experience with personalized student advising and motivation skills.
    - Proven effective classroom instructional and management skills.

Working Conditions

This job is performed in a generally clean and healthy environment. The employee may be required to deal with students with behavioral risks.

Physical Requirements

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received

Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion
This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Instructional Aide*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose
Under the supervision of the Director and the direction of a classroom teacher, the Instructional Aide performs the necessary duties to assist in the classroom with instruction for the regular and special needs of students in the classroom.

Duties and Responsibilities
Primary job duties and responsibilities:

- Works side by side with the Teacher to function as an appropriate role model for children; providing proper examples, emotional support, a friendly attitude and general guidance.
- Creates and manages a caring, supportive, purposeful and stimulating environment that is conducive to children's learning.
- Agrees with and commits to the academic goals and philosophy of the company, and understands, abides by, and implements the policies, directives and guidelines set forth by the management company.

Curriculum and Instruction Responsibilities

- Assists in classroom management.
- Assists teacher in preparing instructional materials.
- Implements, under the supervision of assigned teacher, instructional programs and lesson plans for the purpose of assisting the teacher in improving students' academic success through a defined course of study.
- Conducts instructional activities assigned by the teacher.
- Works with individual students or small groups for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching their academic goals and grade-level standards.
- Uses computers and other technology provided by the company to assist and support students in their learning.
- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real world problems.
- Ensures high standards of achievement for all students.
- Ensures an orderly, motivational, and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive.
- Maintains good order and discipline among the pupils, safeguarding their health and safety.

Administrative Responsibilities

- Helps maintain neat and orderly classrooms.
- Assists teachers with administrative records and preparation of required reports.

- Adheres to the appropriate code of ethics and student confidentiality.
- Works with staff to improve student learning and achievement.
- Performs all other job duties as assigned.

Qualifications, Education and Experience
Necessary and desirable qualifications include, but are not limited to, the following:

- Must have a passion for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- Commitment to continued personal and professional growth, and a commitment to the company's mission, vision, and growth.
- Exceptional interpersonal, communication and presentation skills.
- Effective organizational skills with the ability to perform multiple tasks.
- Proven effective classroom instructional and management skills.
- Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels.
- Willingness to go above and beyond to support students in achieving academic goals.
- Proficiency in the use of technology
- Education Preferred:
    - High school diploma or equivalent
    - Associate degree
- Experience preferred:
    - 1–2 years' experience working with students preferred
    - Certification/licensure in appropriate teaching area
    - Highly Qualified Teacher (HQT) status in teaching assignment

Working Conditions
This job is performed in a generally clean and healthy environment. May work with challenging students at times.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Family Advocate*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose
The Family Advocate will be responsible for working in collaboration with parents, staff, childcare providers, and agency(s) to provide families with resources, information and assistance.

Duties and Responsibilities
Primary job duties and responsibilities:

- Serves as a resource to parents, childcare providers and agency(s) regarding programs and services offered in the community.
- Works with school staff and community- based organizations to strengthen home and school relationships and empower parents to participate in school activities and to take responsibility for their child's learning.

Customer Relations Responsibilities

- Establishes rapport with all students and families.
- Provides relevant resources and information to families that may assist the family in receiving the appropriate assistance.
- Establishes links and working relationships with appropriate service providers and community agencies.
- Coordinates, develops, and implements parent/community resources designed to enhance parent involvement and impact student achievement.

Administrative Responsibilities

- Prepares and maintains records and reports.
- Communicates with teachers in a timely manner regarding student's health issues or any special family needs
- Maintains confidentiality of family and student issues
- Assists in the development of resources of community/health services available to the families.
- Ensures that parents are receiving information that will assist them with discipline, testing, and achievement issues.
- Empowers and encourages families to make use of all identified resources.

Facility and Personnel Development Responsibilities

- Provides training for staff, parents, and volunteers, when necessary.
- Assists schools with recruitment of families for enrollment.
- Collaborates with colleagues demonstrating a model of connected educators and develop positive working relationships with students, parents, and school staff.
- Provides ongoing support to families and students.

- Performs other related duties as assigned.

Qualifications, Education and Experience
Necessary and desirable qualifications include, but are not limited to, the following:

- Must have a passion for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- Commitment to continued personal and professional growth, and a commitment to the company's mission, vision, and growth.
- Knowledgeable of community resources including government, health and other community agencies.
- Demonstrated record of success.
- Passion for improving social and educational opportunities for urban students.
- Excellent communication, interpersonal skills, and presentation skills.
- Ability to work effectively and efficiently with minimum supervision.
- Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels.
- Willingness to go "above and beyond" to support students in achieving academic goals.
- Proficiency in the use of technology.
- Education Preferred:
    - High school diploma or equivalent
    - Bachelor's degree is welcomed, but not mandatory.
- Experience preferred:
    - 1 -2 years' experience working in a childcare program and/or agency supporting families.

Working Conditions
This job is performed in a generally clean and healthy environment. May work with challenging students at times.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Intervention Specialist*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose

The intervention specialist is responsible for all aspects of Special Education services and compliance and may provide additional intervention to students not identified for Special Education services as needed. The Intervention Specialist must be knowledgeable and proactively stay up to date on all laws pertaining to special education.

It is the responsibility of the Intervention Specialist to ensure that all students identified with a disability are given the same learning opportunities as non-disabled students. The Intervention Specialist will work closely with the classroom teacher in making sure that student needs are met, IEP goals are taught, and IEP provisions are followed. Intervention Specialists are committed to the ongoing academic development and well-being of their students and the overall success of the school.

Duties and Responsibilities

Primary job duties and responsibilities:

- Manages the day-to-day work of their students and the safety and welfare of the students. This includes standards-based curriculum and assessment development; instruction and supervision of students; guidance, academic, and character development; and student safety.
- Agrees with and is committed to the academic goals and philosophy of Oakmont Education.
- Understands, abides by, and implements the policies, directives, and guidelines set forth by the management company.

Special Education

- Leads the response to Intervention process.
- Effectively communicates with teachers, parents, and administrators to facilitate the IEP process.
- Accurately and efficiently maintains Individual Educational Programs (IEP's) and student's files.
- Remains current on rules and regulations set forth in special education.
- Creates and manages a caring, supportive, purposeful, and stimulating environment that is conducive to children's learning.

Curriculum and Instruction

- Prepares instructional lesson plans aligned to applicable state standards and implements the Instructional Framework with fidelity.
- Teaches all subjects following the school's course of study or as assigned.
- Utilizes data and assessments as a means to drive instruction.
- Ensures effective use of support staff within the classroom, including parent helpers.
- Identifies clear teaching objectives and learning outcomes, with appropriate challenge and expectations.
- Adapts and enriches the curriculum using multiple strategies, online tools, and technology in imaginative and enriching ways to actively engage and support students in their learning.

- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real world problems.
- Organizes and manages groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
- Uses advanced classroom management techniques.
- Provides ample opportunities to all students to develop in activities outside the classroom such as student organizations, physical activities, and service learning.
- Provides specialized instruction to students with special needs in one-on-one, small-group, or inclusion settings in accordance with IEPs and/or SPs.
- Ensures high standards of achievement for all students and an orderly, motivational, and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive.
- Completes written IEP progress reports at least as frequently as general education progress reports are written (minimum of once quarterly).

Administrative

- Keeps accurate records on each student such as: grade books and report cards, lesson plans, attendance records, and behavior/discipline records.
- Maintains a regular system of monitoring, assessment, record-keeping and reporting of children's progress.
- Maintains the privacy and confidentiality of student records and professional matters.

Facility and Personnel Development

- Collaborates with staff to improve student learning and achievement in the regular education classroom.
- Collaborates with colleagues demonstrating a model of connected educators and develops positive working relationships with students, parents, and school staff.
- Maintains order and discipline among the pupils, safeguarding their health and safety.
- Actively involved in decision-making on the preparation and development of policies and programs of study, teaching materials, resources, methods of teaching, and pastoral arrangements.
- Participates in ongoing, job-embedded staff professional development to ensures their personal and professional growth, as well as the success of every student.
- Performs all other job duties as assigned.

Qualifications, Education and Experience

Necessary and desirable qualifications include, but are not limited to, the following:

- Must have a passion for improving educational opportunities for urban students and for building a strong, mission-driven organization.
- Commitment to continued personal and professional growth, and a commitment to the company's mission, vision, and growth.
- Exceptional interpersonal, communication and presentation skills
- Effective organizational skills with the ability to perform multiple tasks.
- Proven effective classroom instructional and management skills.
- Experience with personalized student advising and motivation skills.
- Has demonstrated ability to work effectively with all stakeholders.

- Passion for working with, and teaching, youth of various social, educational, and economic backgrounds and levels.
- Willingness to go above and beyond to support students in achieving academic goals.
- Ability to maintain high level of confidentiality and use sound judgement in all aspects of the job.
- Proficiency in the use of technology
- Must complete a BCI/FBI Background check and be in compliance with Ohio Administrative Code Rule 3301-20-01.
- Education Preferred:
    - Bachelor's degree required.
    - Master's degree preferred.
    - Current ODE License as an Intervention Specialist required.
    - Highly Qualified Teacher (HQT) status in teaching assignment
- Experience preferred:
    - 1–2 years' experience working with students with disabilities
    - Experience with ETRs and IATs as well as writing IEPs

Working Conditions
This job is performed in a generally clean and healthy environment. The employee may be required to deal with students with behavioral risks. The employee may occasionally have to restrain students.

This position may require attendance at meetings outside of regular work hours (e.g., early morning, after school).

This position involves stress as a result of the responsibility to ensure that laws, regulations and procedural rules are followed, the responsibility of dealing with individual student concerns and maintaining student discipline, and the demands of maintaining effective communication with other staff members, students and parents.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	
Date Approved:	

JOB DESCRIPTION 2023

Job Title/Department	*Retention Specialist*
Employee Classification	*Exempt, Full-Time*
Employee Reports To	*School Director*

Job Purpose

The Retention Specialist will have a building-wide focus to assist a diverse student population in developing and realizing their goals. The primary focus for this position is to be the point person for the building's retention culture. They will monitor daily attendance, managed attendance thresholds, develop absence intervention plans and conduct/facilitate absence intervention meetings. They will conduct home visits when applicable and develop and plan programming designed to push retention.

Duties and Responsibilities

Primary job duties and responsibilities:

- Serves as the point person for the building's student retention strategies and culture.
- Manage students building-wide, with identified retention outcomes;
- Facilitate and implement a prescriptive holistic intervention plans;
- Work with other staff to ensure students are receiving applicable academic and social interventions;
- Monitor daily attendance
- Manage attendance thresholds Create connections with students
- Maintain accurate records and data tracking of students;
- Develop and implement a robust communication plan to facilitate outreach with students
- Assess institutional data and make recommendations for retention planning and implementation to increase retention
- Create informal engagement opportunities to aid with student retention through participation in student-based activities by serving as a mentor/advisor to key student groups;
- Assist the Director with the planning and implementation of measurable and actionable retention strategies for student
- Support academically at-risk students
- Work in a team environment with the student support staff to promote student success through improved processes, programmatic offerings and outreach campaigns
- Handle confidential student information with tact, discretion and in compliance with FERPA regulations.
- Review student records for retention issues; follow up on progress through personal contact (including home visits) and correspondence.
- Performs other job-related duties as assigned.

Qualifications, Education and Experience

Necessary and desirable qualifications include, but are not limited to, the following:

- Knowledge of DASL/Progress Book reports,
- Knowledge of State of Ohio Attendance standards and laws

- Knowledge of student development theories and how to apply them in an academic environment.
- Excellent commitment to customer service
- Superior time management skills to effectively oversee multiple ongoing projects.
- The ability to develop knowledge of, respect for, and skills to engage with those of other cultures or backgrounds is required.
- Excellent interpersonal communication skills (written, oral and presentation)
- Strong interpersonal skills, including conflict management.
- Education Preferred:
    - Bachelor's degree and two (2) years of related professional work experience
- Experience preferred:
    - Two (2) years' experience in K-12 education, in a student-focused role,

Working Conditions
This job is performed in a generally clean and healthy environment. May work with challenging students at times.

Physical Requirements
The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

Reasonable accommodations can be made to employees with qualified disabilities who can perform the essential functions of the job, so long as there is no undue hardship created upon the organization or other employees within the organization.

Supervision Received
Occasional, minimal guidance, but follows established work methods.

Direct Reports
None.

Conclusion
This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed within this job. However, this job description is not intended to be an exhaustive list of responsibilities, duties, qualifications, or physical demands associated with the position.

Approved by:	
Employee Signature:	

Date Approved:	

Covenant Academies Foundation

Job Description

Position: School Leader & Supervisor of Academic Progress
Reports to: Founder & Board Chairman of the Covenant Academies Foundation

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The role of the School Leader is to direct all aspects of community outreach, student recruitment, attendance, retention and post-graduate plans. The School Leader is overall responsible for the administrative supervision of the academy staff. Under the supervision of the Covenant Academies Foundation, the School Leader is responsible for the management of the academy. This position requires the constant exercise of discretion and judgement in overseeing the following areas:

1. Community Outreach/Street Outreach
    a. Acts as an ambassador for the academy at school and community events
    b. Works with youth and families to address needs, gaps in services, and identified concerns
    c. Represents the academy at various gatherings and conferences
    d. Monitors the needs of the local community in order to provide appropriate program services and recommends program modifications to the Covenant Academies Foundation
    e. Develops and delivers presentations and coordinates student led presentations
    f. Assists in partnership recruitment and facilitation for business/education activities
    g. Engages students in leadership activities and community-based projects that support their development as successful citizens
    h. Develops with the Covenant Academies Foundation Executive team, the appropriate recruitment and marketing materials, ads, mailings, websites, social media and publications that interpret the school to the community and prospective new students

2. New Student Recruitment
    a. Responsible for street outreach and recruitment methods to find kids who need us
    b. Directs the admissions process from point of inquiry through enrollment and orientation
    c. Coordinates the enrollment and re-enrollment operations to ensure alignment with the goals and objectives of the academy
    d. Designs and implements a comprehensive strategic plan of admissions of new students to the school, including coordinating and leading student orientation
    e. Keeps relevant statistics on all aspects of the admission and re-enrollment program

3. Attendance
    a. Works in partnership with the Supervisor of Academic Progress to ensure basic and mission needs of students are met so they attend school daily in order to make progress towards their academic goals
    b. Compose detailed documentation, maintain accurate records, and prepare reports in a timely manner
    c. Ensure timely and accurate collection and documentation of statistical data relating to program services and maintains the confidentiality of that data
    d. Manages the re-enrollment of current students for the succeeding year with constant monitoring of attrition and retention

4. Retention
    a. Supervises and coordinates the activities of the Family Support Specialist, Homeless Liaison, Enrollment Secretary, Support Staff and School Social Worker for the purpose of improving student retention and achievement, meeting academy objectives, and ensuring compliance with relevant local, state and federal regulations
    b. Creates a family environment and team approach (students, family, teachers) to model and lead appropriate student redirection and de-escalation
    c. Serves as a role model for students and staff in demonstrating the mission, a positive attitude, professionalism, and an effective work ethic
    d. Oversees and leads intervention plans and risk assessments to maintain student retention
    e. Provide leadership in dropout recovery efforts; researches, develops and implements and monitors anti-drop out plans and procedures to maintain student retention
    f. Oversees Covenant Hall operations and compliance with state reporting, ensures the Hall maintains the mission of the Covenant Academies Foundation (Muskegon location only)

5. Post-Graduation
    a. Supervises the activities of Post-Secondary Support personnel to ensure graduates have established post-secondary plans
    b. Provides the leadership to ensure the appropriate resources and support are in place for graduating students to achieve their job-placement and/or secondary education/training goals.
    c. Facilitates meetings and training sessions on business/education partnerships, career and job opportunities, employability skills, student/family advocacy and parent education activities

6. Other Mission Related Leadership Responsibilities
    a. Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement
    b. Overall administrative supervision of academy staff in the spirit of servant leadership

c. Oversees a weekly staff meeting for academy staff
d. Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing information within the legal confines
e. Identifies staff training needs and provide training; or recommend outside training as appropriate to the Covenant Academies Foundation Executive team
f. Responsible for facility oversight and maintaining a safe, professional building appearance
g. Perform all other tasks as requested by the Covenant Academies Foundation

Essential Skills and Abilities

- Demonstrated capacity to lead and motivate staff to achieve the strategic directions of the Academy and the Covenant Academies Foundation
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Must be skilled in collaborative leadership of individuals and groups
- Ability to successfully manage multiple tasks, projects and responsibilities
- Ability to lead the development of continuous improvement and ability to facilitate data-driven and results-based decision making

Qualifications

- Bachelor's Degree in social work, marketing, education, or related field
- Master's Degree in Educational Leadership
- Hold a K-12 School Administrator Certification (ES), or be enrolled in a School Administration program and be able to obtain ES certification within 2 years of employment
- Minimum of five years of experience working with at-risk youth
- Hold and maintain a valid driver's license and have a reliable vehicle for transportation
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate the ability to communicate effectively both orally and in writing
- Highly proficient in computer applications
- Effective organizational skills with the ability to multitask
- Satisfactory completion of criminal history check

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

The Covenant Academies Foundation is an equal opportunity employer and will not discriminate against any otherwise qualified employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, national origin, age, sex, height, weight, marital status, disabilities or other legally protected status.

Job Description

Position: Teacher (.7 FTE)/Lead Teacher (.3 FTE)
Administrative Supervisor: School Leader
Professional Supervisor: CAF Director of Academic Programs

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The Teacher (.7 FTE) is responsible for the instruction in their certified content area subject while also providing students with opportunities for social-emotional learning and the development of life skills. The Lead Teacher (.3 FTE) understands the management of all aspects of the school's educational programming, including coordination of instruction, informal teacher observations and professional development, overseeing the educational progress of students based on their post-secondary plans and other related work as required.

Primary Responsibilities of the Lead Teacher:
The Lead Teacher is responsible for taking the considerations of teachers, administration, and parents/guardians into account and using those preferences to craft educational structures that allow students to make progress towards their post-secondary goal. The Lead Teacher will have a split day; teaching in their certified content area classes, and then moving into a semi-administrative role which includes additional responsibilities, such as:

- Meeting with students and parents/guardians to discuss the goals and needs of students for academic success
- Coordinating with teachers and administration to create education plans for students
- Observation and consultation of teachers, using information from observations to help teachers grow in their classrooms by sharing alternative methods that are more successful
- Assisting teachers in the creation of engaging lesson plans and problem solving
- Tracking the academic performance of students for signs of progress, or lack thereof, and sharing out with the MTSS team findings
- Developing Covenant Contracts (EDPs) with each student with quarterly Covenant Conferences with students to review progress and goals
- Maintaining accurate student records in PowerSchool and Canvas; these records may include transcripts, historical grades, and term grades.
- Updates the dashboard daily and participate in weekly data team phone conferences;
- Work in collaboration with Pupil Accounting/Information Systems Coordinator to gather necessary data and documentation and submit Pupil Accounting Reports, Teacher Student Data Link System Reports, Count Day reports, End of Year Reports, and other necessary MDE compliance reporting;
- Required to plan, attend and/or participate in before, during and after school activities such as: staff meetings, open houses, commencement exercises, and student activities;
- Reports to the School Leader to ensure students' basic and mission needs are met and that they attend school daily in order to make progress towards their academic goals;
- Inform and consult with the Covenant Academies Foundation regularly on the academic progress of the Academy, acting in accordance with the directives and assignments given by the Covenant Academies Foundation.

Essential Skills and Abilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement
- Ability to understand the needs of dropout, and homeless youth with extreme barriers that the academy serves with sensitivity and compassion
- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Demonstrates excellent oral and written communication skills with students and adults
- Must be able to show empathy and compassion
- Demonstrates excellent organizational skills
- Proven ability to plan, organize and direct an educational program
- Knowledge of current applicable laws, regulations, codes, policies and procedures
- An aptitude and working knowledge of computer data systems, courseware and hardware
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Masters Degree in an educational related required
- Master Degree in Educational Leadership preferred
- Secondary Administration experience preferred
- Current teaching certificate
- Minimum of three years of successful teaching experience at the secondary level preferred
- Knowledge of MTSS process, restorative practices, whole-child initiatives, trauma-informed initiatives, positive behavior interventions/supports, training preferred
- Experience working with diversity, equity, and inclusion
- Experience guiding and supporting teacher teams
- Knowledge of special education, experience preferred
- Effective leadership skills and experience with team development
- Commitment to data informed decision making
- Computer literate; experience with Google Suite and other student management databases; Experience using Powerschool preferred
- Excellent oral and written communication skills
- Effective organizational skills
- Satisfactory completion of criminal history check
- Valid Driver's License

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Job Description

Position: Secondary Certified High School Teacher

General Description: The Covenant Academies Foundation operates year-round alternative high school diploma programs for students ages 15-22. We are a mission-based school that meets students where they are, works to identify and eliminate barriers, and builds personal and meaningful parent-like relationships with each student. Our priority of concern and commitment is to those who are most at risk and no other service is available.

Covenant Academies is seeking a secondary certified teacher. This position includes teaching high school level core-content classes and supporting students in a variety of subjects. This position requires the delivery of teacher-led instruction in a blended learning environment for the purposes of supplementing and supplanting enrichment, core curriculum and credit recovery to meet a range of educational needs for at-risk and dropout youth.

Primary Teaching Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Demonstrates effective instructional strategies and techniques to actively engage ALL students
- Provides rich and engaging synchronous and asynchronous learning experiences for students by augmenting course content according to prescribed policies and procedures using appropriate tools.
- Commitment to personalizing learning for all students by differentiating instruction based on data-driven student level of mastery
- Develops an intervention plan for struggling learners
- Keeps accurate records on each student by maintaining a grade book, lesson plans, attendance records, and behavior records
- Establishes standards for student behavior that are designed to ensure academic integrity and maintains the classroom environment in an orderly fashion that is conducive to effective teaching and learning
- School activities — Teachers are required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Uses computers and other technology provided to assist students

- Acts in accordance with the professional duties and directives as given by the Supervisor of Academic Progress, and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills and Abilities for Teacher/Mission Specialist Position

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work collaboratively with other teachers to interpret and produce numeric representations of student data, and use it to drive instructional decisions
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Bachelor's Degree
- Valid Michigan Secondary Teaching Certification
    - Will consider all endorsement areas
- Valid Driver's License
- Excellent oral/written communication skills
- Must be able to pass a background check
- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

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Job Description

Position: Secondary Special Education Resource Teacher (flexible scheduling, if necessary)

Professional Supervisor: Supervisor of Academic Progress
Administrative Supervisor: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The Special Education Teacher works collaboratively with students and teachers to provide specially designed instruction, accommodations and modifications for secondary students eligible for special education services under IDEA, evaluates and assesses student progress, follows state and federal mandated due process procedures, functions as the IEP Caseload Manager to assigned students, uses various methods to provide instruction to students on their caseload (ie. push-in, pull-out, team teaching, etc).

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Assumes responsibility for the development and implementation of specific objectives to meet the needs of each individual student
- Provide individualized, research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP
- Use baseline assessment data, progress monitoring tools and communication from the IEP team to develop and support appropriate educational plans and continued use of progress monitoring to produce data to determine the need for additional reinforcement or adjustments to instructional techniques
- Engage in various teaching techniques, methods and principles of learning to enable students to meet their IEP goals
- Judges the relative success of student instruction in terms of demonstrated student learning; adjust activities according to evidence of student learning
- Develop and implement annual Individualized Educational Program (IEP) plans for students to include: gathering and use of updated data, present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals
- Collaborate and consult with educational professionals and community service providers (i.e., social services, public health, medical providers etc.) regarding the needs of students; coordinate the delivery of special education services in each student's IEP, including related services
- Create a learning environment conducive to learning and appropriate to the maturity and interests of the students
- Write measurable, relevant, and age appropriate IEP goals with a focus on B-13 Transition and provide timely progress monitoring

- Communicate clearly and consistently with students, school staff and families
- Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities
- Complete special education documentation regarding students' specially designed instruction as required by law, district policy and administrative regulations using updated data as obtained from progress monitoring
- School activities — Teachers are required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Uses computers and other technology provided to assist students
- Acts in accordance with the professional duties and directives as given by the Supervisor of Academic Progress, and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work collaboratively with other teachers to interpret and produce numeric representations of student data, and use it to drive instructional decisions
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices
- Competency in the administration and interpretation of academic ability testing
- Ability to use technology for documentation and preparation of professional materials
- Thorough knowledge of the principles, practices and procedures of special education and specialty area and the principles and methodology of effective teaching of students with disabilities
- Ability to communicate assessment results, in written and oral forms, to parents and professionals
- Ability to prioritize tasks, allocate time, and maintain schedule flexibility

Qualifications

- BA or BS Degree
- Valid special education teaching certificate/license as well as Highly Qualified (HQ) with endorsement in at least one area of special education
- Satisfactory completion of criminal history check
- Valid Driver's License
- Excellent oral/written communication skills
- Must be able to pass a background check

- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

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Job Description

Position: Street Outreach Parent Coordinator
Reports to: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. Covenant Academies is seeking a Street Outreach Parent to support the School Leader by coordinating community efforts to find and engage dropout youth in our neighborhoods and cities who face extreme barriers. The position will work throughout the greater community to find youth who need help obtaining their high school diploma and work to re-engage them in the educational process.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Motivates, educates, and assists youth in realizing their potential and encourage and support them in engaging or re-engaging in school
- Establishing a relationship and understanding of youth in areas where they spend time (e.g., neighborhood locales, parks, etc.)
- Guide dropouts back to school and introduce dropouts to the Covenant Academies Foundation mission and school related projects
- Identifying and building community relationships with residents, local merchants, courts, police, school, health centers and community organizations/resources.
- Make connections with dropout youth and works to build trust relationships by meeting students "where they are at"
- Conducts street outreach on foot under direction of the School Leader in order to find dropout youth who need us, and locate missing students who have been truant
- Serves as parents-first to students by providing unconditional love and absolute respect while modeling positive interactions and high expectations for learning and personal growth
- Help students overcome barriers by connecting them to services and support
- Distributes basic need supplies such as clothing, first aid supplies, health or hygiene supplies, food, drink, books, blankets, etc. to students in need
- Documents each contact with students on the streets to include name of youth (if willing to give), materials distributed to youth (written, survival aid, etc.), and referrals provides
- Performs continuous follow-up with all youth and collects data
- Maintain daily activity log/record of support for state and federal auditory purposes
- School activities — Required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses,

graduations (2 per year), etc.
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills and Abilities for Street Outreach Parent

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model
- Work independently with little supervision while performing outreach activities
- Ability to work collaboratively with all stakeholders
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Experience in the area of social work, education, psychology or marketing
- Some college coursework preferred
- Prefer experience working with dropouts, homeless or at-risk youth
- Valid Driver's License
- Must be able to pass a background check
- Excellent oral/written communication skills
- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

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Covenant Academies Foundation

Job Description

Position: Family Support Specialist-Title I
Reports to: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The role of the Family Support Specialist is to provide school/family connection through the recruitment, enrollment and retention of students. This position shall serve the education process by ensuring students develop and maintain good attendance and academic practices and that parents support the attendance and academic requirements of the school; shall act as a liaison between the families and Covenant Academy, in accordance with the rules and regulations of Title I.

Primary Responsibilities

- Assists the school leadership with developing effective school, family, and community-based partnerships.
- Develops and implements intervention strategies for re-enrolled students for the purposes of sustainable attendance re-entry and successful program completion.
- Visits with students/parents to develop proactive plans for student success.
- Coordinates the activities of the wraparound, pupil support and academic services for the purpose of improving student achievement, meeting academy objectives, and ensuring compliance with relevant local, state and federal regulations.
- Provides technical assistance to parents and students in developing the skills needed to function effectively in a working relationship between home and school.
- Provides leadership for the development, monitoring and implementation of the Academy's dropout recovery plans to ensure academic success.
- Accountable for the effective communication of recruitment and admission policies and procedures throughout the Academy and to prospective students, teachers and parents.
- Utilizes data collection for new and re-enrolled students for the purposes of conducting risk assessments and making connections with students and parents.
- Works closely with staff to identify habitually absent and implement strategies to increase student attendance by connecting with students and families via phone, mail and home visits.
- Continuously monitors and evaluates all aspects of the admissions program with the goal of maximizing and maintaining the Academy's enrollment capacity.
- Displays ethical behavior in working with students, parents, school personnel, and outside agencies associated with Covenant Academy.

- Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within the legal confines.
- Serves as a role model for students and staff in demonstrate positive attitude, appropriate attire, personal grooming, and an effective work ethic.
- Communicates high expectations.
- Maintains regular and reliable attendance.
- Works in a professional and cooperative manner with others to achieve duties and responsibilities.
- The Family Support Specialist is required to attend and/or participate in such other activities as directed by the School Leader such as: staff meetings (before or after school hours), open houses, commencement exercises, chaperone student activities, provide guidance for students, participate on staff committees, study and help resolve school problems, and participate in the preparation of courses of study -- these activities demonstrate valuable support for Covenant Academy .
- Acts in accordance to the directives and assignments given by the School Leader.
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academy manuals pertinent to the position.

Essential Skills and Abilities

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to lead the development of continuous improvement and ability to facilitate data-driven decision making.
- Skilled in collaborative leadership of individuals and groups.
- Knowledge of accepted and effective techniques for working with at-risk youth with diverse family dynamics.
- Aptitude and working knowledge of computer courseware and hardware as necessary for record keeping.
- Ability to impact student retention and academic success through mentoring, motivation, and monitoring practices by making home/school connections.

Qualifications

- Bachelor’s Degree preferred in social work, marketing, education, or related field
- Minimum of five years of experience working with at-risk youth
- Hold and maintain a valid driver’s license and have a reliable vehicle for transportation
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate the ability to communicate effectively both orally and in writing
- Knowledge of accepted and effective techniques for working with at-risk youth with diverse family dynamics
- Proficient in computer applications as necessary for record keeping
- Effective organizational skills with the ability to multitask

- Satisfactory completion of criminal history check

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Covenant Academies Foundation

Job Description

Position: Enrollment/Data Specialist
Reports to: School Leader
Hours: Full-Time

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. This position plays an integral role in the support of the academy administration and is primarily responsible for both the proper enrollment of every student and the integrity and smooth operation of the school's Student Information System (PowerSchool). The Enrollment/Data Specialist directly enrolls students and collaborates with various local and state agencies to secure relevant information and submit required forms. The Enrollment/Data Specialist also manages PowerSchool including running queries to extract information, coordinating data reporting to the state, ISD, and other stakeholders. This position also serves as the primary contact person and liaison between the School Leader and students, teachers, parents, staff and the community; provides students, parents, staff and the public with information through a wide variety of administrative services directly supporting the educational environment.

Primary Responsibilities:

<u>Data Specialist</u>

- Has knowledge and experience with PowerSchool SIS and state reporting systems
- Handle yearly processes, e.g. set up of new school year, roll over, close out school year, graduate students, create class, etc.
- Coordinate with other staff to complete projects, including pulling reports
- Provide assistance in all areas of student information, developing attendance reporting formats, grade reporting, registration and scheduling, discipline reporting, test reporting and enrolling and withdrawing of students into the software system, etc.
- Work directly with teachers in the use of electronic gradebook system, including training, Conduct advanced searches and queries and support special requests from the administration or faculty
- Collect and complete the required data for the state reports; and prepare all administrative reports for MDE/ISD uploads
- Manage and prepare all academic reports, including progress reports, report cards, regular academic progress updates
- Train and orient new users and support all users
- Ensure accuracy of data and troubleshoot problems with the database, including data validation errors
- Compiles and maintain attendance accounting data for all regular and special programs for the academy
- Audits and reviews enrollment and attendance data provided by school staff for the computation of average daily attendance
- Prepares a variety of regular and special reports related to pupil attendance, class size, and other current or historical data as required by the state and county and for district planning and information purposes

- Creates and submits data files for pre-identification for all required state and federal assessments
- Assists in developing automated systems to support attendance accounting
- Generates and transmits pupil accounting data as required by MDE for the purposes of maintaining local, state and federal compliance

Enrollment

- Organizes and schedules initial meetings between the School Leader and potential new and re-enrolled students
- Handle initial processing of all enrollment and data entry of enrollment forms
- Inform staff of all new and re-enrolled students
- Handle registration processing, forms, documents and records, and related information for formal student registration; as well as all related data entry
- Update student records in PowerSchool and manage data over course of student enrollment at the school
- Assist in establishing and updating permanent student files, the transfer of records and closing out of graduate files
- Provide enrollment reports and support special reporting requests
- Verifies student tardiness and early dismissals as necessary
- Responsible for collecting immunizations records and state reporting

Administrative and Academy Support

- Answers and responds to phone calls in such a way that callers feel welcomed and valued; welcomes visitors and guests
- Receives and sends, faxes, mail, emails as applicable
- Responds to questions from a variety of internal and external sources (e.g. staff, other educational institutions, the public, parents and students, etc.) for the purposes of providing information and/or direction
- Supports staff in clerical, administrative and organizational matters
- Prepares standardized documents and reports (e.g. form letters and memos, calendars, and periodic reports, etc.) for the purposes of communicating information students, parents, and other stakeholders
- School activities — Required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position
- Stores and administers student medication

Essential Skills and Abilities

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model

- Work independently with little supervision
- Ability to work collaboratively with all stakeholders
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices
- Exhibits punctuality
- Follows the dress code as stated in the employee manual
- Ability and willingness to occasional travel to other campuses
- Exceptional attention to detail
- A growth mindset with the ability to problem solve and multi-task in a deadline driven environment
- Knowledge of student medication management

Qualifications

- Associate's Degree in business, accounting or related field (Bachelor's Degree preferred)
- 2 years preferred experience managing PowerSchool SIS
- Background in database management.
- Ease and experience with internet, emails, and proficient typing abilities
- Preferred to have experience with: Microsoft Office Suite (Excel proficiency), Google Admin, PowerSchool Enrollment, Adobe, SchoolMessenger
- Prefer experience working with dropouts, homeless or at-risk youth
- Valid Driver's License
- Must be able to pass a background check
- Excellent oral/written communication skills
- Passion for working with at-risk youth in a blended learning setting

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Job Description

Position: College and Career Ready Specialist
Reports to: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The role of the College and Career Ready Specialist is to assist, counsel and guide the students and graduates of the academy to achieve their goal of achieving a high school diploma while also preparing them for post-secondary life, be that furthering their education, training or job placement while still in high school. This person will also assist graduates in successfully transitioning into post-secondary education, training, and employment. This position will develop and facilitate work readiness, career exploration, and life skills workshops for both students and Alumni while working with academy staff to assist them and ensure that students are obtaining the knowledge and skills necessary for employment, post-secondary education and/or training and ultimately self-sufficiency. This position will develop meaningful and lasting relationships with each graduate, establish employer and post-secondary partnerships, and serve as an advocate for graduates of the academy as they navigate career, college and life post high school, up to at least 3 years after graduation.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation mission statement in all his/her activities;
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Identifies barriers to post-secondary transition faced by our graduates and develops strategies and plans to address them;
- Establishes ongoing supportive relationships with academy Alumni;
- Provides comprehensive coaching and support to students and alumni in job preparation and placement;
- Provide comprehensive coaching and support to students to assist in after high school college entry through degree completion – including but not limited to assisting with FAFSA and scholarship applications, assisting students engage with college support services like tutoring assistance, etc;
- Navigate community services and resources to support student success for students both in high school and post-secondary;
- Identifies and serves as liaison to existing agencies and programs that provide young adults with supports and services related to education, employment and employability;
- Creates and oversees an alumni program to provide on-going support, nurture, love and advocacy for all graduates of the academy;
- Advocates for and coaches graduates on employability skills; assist graduates with the transition from high school to college;
- Develops employer and post-secondary educational opportunities for academy graduates, including internships and job shadowing opportunities;
- Develops, with the Leadership Team, appropriate employer recruitment and marketing materials, ads, mailings, web pages and publications that explains the school to prospective employers and post-secondary school leaders;

- Create a strategic plan for maintaining relationships with graduates; collects data on graduate career readiness, job attainment and retention, and post-secondary educational achievements;
- Keep relevant statistics on all aspects of post-graduation data;
- Represents the school at various career development and employer events in the community;
- Composes detailed documentation, maintains accurate records, and prepare reports in a timely manner;
- Maintain ongoing communication with School Leader, high school staff, parents, and post-secondary personnel to ensure successful support for all post-secondary initiatives and students;
- Protect confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within the legal confines;
- Serve as a role model for students and staff in demonstrating a positive attitude, appropriate attire, personal grooming, and an effective work ethic;
- Monitors the needs of the local business and educational community in order to provide appropriate services, and recommends program modifications to the School Leader and the Covenant Academies Foundation as needed;
- Assists in partnership recruitment and facilitation for business/education activities;
- Facilitates meetings and training sessions on business/education partnerships, career and job opportunities, employability skills, student/family advocacy and parent education activities;
- Engages students in leadership activities and community-based projects that support their development as successful 21st century citizens;
- Work with youth and families individually and in groups to address needs, gaps in services and identified concerns;
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader;
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position.

Essential Skills and Abilities

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropouts, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to lead the development of continuous improvement and ability to facilitate data-driven and results-based decision making
- Must be skilled in collaborative leadership of individuals and groups
- Ability to successfully manage multiple tasks, projects and responsibility
- Demonstrated capacity to lead and motivate youth
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model
- Ability to work collaboratively with all stakeholders
- Ability to establish and maintain collaborative and cohesive relationships with community members, organizations, and institutions
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Bachelor's Degree in counseling, social work, marketing, education, or related field preferred, will consider applicants without this qualification
- Experience in working with transition type and post-secondary organizations
- Prefer experience working with dropouts, homeless or at-risk youth
- Hold and maintain a valid driver's license
- Have excellent integrity and demonstrate good moral character and initiative
- Excellent oral/written communication skills
- Proficient in technology, including Google Suite for Education
- Effective organizational skills with the ability to multitask
- Satisfactory completion of criminal history check

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Job Description

Position: Full Time-High School Classroom Paraprofessional
Reports to: School Leader or Designee

General Description:
The primary function of the paraprofessional is to foster learning for students by developing meaningful relationships and work to motivate them to be successful in their coursework while upholding all aspects of our mission. This position will work to assist certified professional staff with students in the classroom to meet instructional goals and objectives while living by and upholding the mission of Muskegon Covenant Academy.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities.
- Demonstrates a belief in all students' ability to succeed and meet high expectations.
- Accepts responsibility for the achievement of all students.
- Assist the teachers when engaging with students in person and virtually.
- Work with students individually and in small groups to reinforce basic learning and implement assigned programs.
- Provide instructional reinforcement of content, under the direction of the classroom teacher.
- Assist in classroom preparations and strategies for reinforcing instructional materials and skills according to individual student needs.
- Assist with classroom behavioral management to minimize disruptions, ensure a safe and orderly classroom, and ensure students are on task.
- Have multiple conversations/Two-Way Interactions with students each week encouraging students to stay on task, make progress in their learning and help break down barriers they may face.
- Have great communication skills, be personable and willing to form school-based relationships with students, staff and parents.
- Assists students in non-instructional areas, such as supervising the student lunch programs, hallways and corridors, study hall, and other related non-instructional areas.
- Serve as a positive, nurturing guide for students and attend to their physical, personal, academic, and emotional needs.
- Be an active participant in professional development sessions and in-service learning opportunities.
- Use computers and other technology provided to assist students.
- Read and agree to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position.

Qualifications

- Associates degree or higher preferred
- Valid driver's license
- Excellent oral and written communication skills
- Must be able to pass a background check
- Passion for working with at-risk youth
- Previous experience working with students and curriculum preferred
- Proficient in technology, including Google Suite for Education

Salary: $38,000 + Benefits (If BA plus $1500 If MA plus $1000)

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time to include only duties allowed under Title I funding.

The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropouts and at-risk students ages 16-22.

Covenant Academies Foundation is an equal opportunity employer and will not discriminate against any otherwise qualified employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, national origin, age, sex, height, weight, marital status, disabilities or other legally protected status.

Job Description

Position: Behavior Interventionist/Mental Health Support
Reports To: School Leader

General Description: The Covenant Academies Foundation operates year-round charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. Covenant Academies is seeking a Behavior Interventionist/Mental Health Support staff to engage dropout youth who face extreme barriers. The position will provide diversified strategies and activities specifically designed to target student behavior and mental health to increase their academic performance.

Primary Responsibilities

- Understands, accepts, and abides by the Covenant Academies Foundation philosophy and mission statement in all his/her school activities
- Demonstrates a belief in all students ability to succeed and meet high expectations
- Motivates, educates, and assists youth in realizing their potential and encourage and support them in engaging or re-engaging in school
- Makes connections with dropout youth and works to build trust relationships by meeting students "where they are at"
- Assists staff in defining and measuring behavior, implementing strategies for weakening behavior and teaching new behaviors
- Facilitates meetings that design Behavior Intervention Plans, address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavior Support and MTSS
- Works with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions
- Promotes highly specialized positive behavior interventions in which students with extreme barriers thrive and provides behavior instruction
- Develops assessment strategies consistent with the instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings
- Provides recognition of a variety of student accomplishments and positive behaviors
- Works collaboratively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior in their classrooms
- Continually supervises students to ensure a safe, non-threatening, nurturing environment where students can thrive
- Conducts conflict resolution and peer mediation sessions

- Serves as parents-first to students by providing unconditional love and absolute respect while modeling positive interactions and high expectations for learning and personal growth
- Helps students overcome barriers by connecting them to services and support
- Distributes basic need supplies such as clothing, first aid supplies, health or hygiene supplies, food, drink, books, blankets, etc. to students in need
- Documents each contact with students on the streets to include name of youth (if willing to give), materials distributed to youth (written, survival aid, etc.), and referrals provides
- Performs continuous follow-up with all youth and collects data
- Maintains daily activity log/record of support for state and federal auditory purposes
- School activities — Required to attend and participate in such other activities as directed by the School Leader and/or Supervisor of Academic Progress such as: staff meetings (before or after school hours), assessment windows, open houses, graduations (2 per year), etc.
- Acts in accordance with the professional duties and directives and meets administrative and mission expectations as set forth by the School Leader
- Has read and agreed to abide by the policies, directives, and guidelines as stated in all Covenant Academies Foundation manuals pertinent to the position

Essential Skills and Abilities for Street Outreach Parent

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to work with diverse youth from various backgrounds without bias or prejudice
- Maintain professional boundaries and be a positive role model
- Work independently with little supervision while performing outreach activities
- Ability to work collaboratively with all stakeholders
- Receptive to professional learning on a regular basis
- Ability to embrace change and adapt to ensure excellent student outcomes and growth
- Ability to impact student achievement through mentoring, motivation, and monitoring practices

Qualifications

- Experience in the area of social work, education, psychology or marketing
- College degree preferred
- Prefer experience working with dropouts, homeless or at-risk youth
- Valid Driver's License
- Must be able to pass a background check
- Excellent oral/written communication skills
- Proficient in technology, including Google Suite for Education
- Passion for working with at-risk youth in a blended learning setting

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time.

Covenant Academies Foundation is an equal opportunity employer and will not discriminate against any otherwise qualified employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, national origin, age, sex, height, weight, marital status, disabilities or other legally protected status.

Covenant Academies Foundation

Job Description

Position: Operations Assistant
Professional Supervision: School Leader

OBJECTIVE: The Covenant Academies Foundation operates year-round mission-based charter high schools offering a traditional high school diploma to dropout and at-risk students ages 15-22. The Operations Assistant is responsible for assisting the School Leader with Covenant Academy's daily operations.

DUTIES & RESPONSIBILITIES:

- Assists the School Leader with overall daily operations, including building-wide communication to ensure the academy operates in accordance with the Covenant Academies Foundation's mission and values while providing the utmost support to students and staff
- Assists the School Leader with the planning and coordination of graduations and building events, ensuring the mission is maintained
- Presents welcoming and inviting presence in the main office, greets guests and students
- Responsible for maintaining building and office aesthetics; ensures the office and main areas of the building appear mission-friendly, welcoming, clean and orderly for visitors, students and staff
- Answers main office phone and directs calls to appropriate staff members
- Opens and distributes mail; coordinates mass mailings and shipments/deliveries
- Assists with accounts payable (AP) by preparing, processing and filing weekly AP batch
- Responsible for building purchasing and ordering, all under the guidance of a pre-approved budget and under the direction of the School Leader
- Responsible for making deposits into the Academy and CAF bank accounts; follows deposit process; maintains and files appropriate documentation
- Reconciles the School Leader purchase card(s); collects receipts, prepares and files appropriate documentation for processing
- Oversee building maintenance and facility repairs; ensures the School Leader's vision/needs for the building repairs are being completed by contacting and scheduling vendors for service/repairs when needed
- Prints/compiles board packets for board meetings, coordinates board meeting lunches
- Maintains appropriate records management and filing
- Responsible for maintaining the School Leader's calendar and meeting schedule
- Records meeting minutes when requested
- Performs clerical tasks as requested by the School Leader and CAF team
- Completes all other duties as assigned

ESSENTIAL SKILLS & ABILITIES

- Must possess servant leadership qualities and demonstrate excellent customer service skills, both in verbal and written formats, to all stakeholders
- Ability to understand the needs of dropout, homeless and youth with extreme barriers that the academy serves with sensitivity and compassion
- Ability to handle requests with professionalism and in a timely manner.

- High-level aptitude and knowledge of computer applications, such as Google Docs, PowerSchool, Canvas and Canva
- Ability to prioritize and multitask many projects and deadlines at once.
- Demonstrated high level of organizational skills and analytical ability.
- Ability to effectively problem solve and to work with minimum supervision.

QUALIFICATIONS:

- Bachelors' degree preferred
- At least three years' experience working in a professional work environment
- Demonstrated competence in computer operations
- Excellent oral and written communication skills
- Satisfactory completion of criminal history check
- Hold and maintain a valid driver's license

This job description is a summary of the responsibilities, duties, knowledge, skills, experience, abilities and qualifications associated with this position. It is not an exhaustive list and may be changed at any time. The Covenant Academies Foundation is an equal opportunity employer and will not discriminate against any otherwise qualified employee or applicant for employment with respect to hire, tenure, terms, conditions or privileges of employment because of race, color, religion, national origin, age, sex, height, weight, marital status, disabilities or other legally protected status.

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: 4/16/2024

Board President/Vice President Signature

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Muskegon Covenant Board of Directors at a properly noticed open meeting held on the 16 day of April, 2024, at which a quorum was present.

Board Secretary

SCHEDULE 7-5

ACADEMY'S ADMISSION POLICIES AND CRITERIA

MUSKEGON COVENANT ACADEMY
ENROLLMENT AND APPLICATION OF PUPILS

ADMISSION POLICY AND CRITERIA

The school will comply with all applicable federal and state laws related to admissions and enrollment, including Section 504 of the Michigan Revised School Code and the ESA.

Non-Discrimination

The school will not discriminate 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.

Open Enrollment Period and Notice

The "Open Enrollment Period" is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year, during which period the Academy shall include opportunities to enroll on evenings and weekends. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school and to advise the public of its enrollment openings.

The ESP and/or the school will provide notice of open enrollment by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation in the Muskegon County ISD area; (b) mailing a written notice of the open enrollment period and an application to all families who inquire about school enrollment; and (c) 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. As part of the enrollment process, the school staff will seek to meet with families, parents and students prior to the first day of school via parent and student orientation meetings. In this way, applicants and their parents will have the opportunity to become fully informed as to the nature and scope of the school, its curriculum, and requirements.

Application Procedures

Interested parties may obtain applications at:

- The offices of the school
- The service center of the ESP at 125 Catherine Ave, Muskegon, MI 49442

Applications will be mailed 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 the Open Enrollment Period. If applications received exceed offered seats in any grade level ("over-subscribed grades"), a random selection process will take place for all grade levels including under-subscribed grade levels. If applications received are fewer than offered seats in

each and every grade level ("under-subscribed grades"), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form. The school will send letters to parents reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents that if the student does not attend the first day of school or call in to request an excused absence by the date and time indicated the student will forfeit his/her registered status in the school and will not be enrolled. The school will attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next Open Enrollment Period.

Standby Opportunity Plan

The Standby Opportunity Plan (SOP) is a procedure by which the school may decide to revise its waiting list on the first day of school. If the school follows this procedure, the school will send all applicants on the waiting list a registration card prior to the first day of school. To be included in the SOP, the applicant must return the card to the school by the date indicated and include phone numbers where the applicant can be reached the first day of school between the times listed on the card. In the event of an offered seat becoming available, the school will attempt to reach the parent participating in the SOP and offer the seat. If the school cannot reach the parent at the phone numbers and during the times provided on the card, the school will contact the next person on the waiting list who is participating in the SOP. If a student participates in the SOP and a seat is not available for them, they will receive a higher waiting list priority than those students who did not participate.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, or anyone applying to the school. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill offered seats prior to and during the school year for which the student applied. After all eligible names 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 videotaped. In the event of any discrepancy, the video tape will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by the ESP and submitted to the school board of directors 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. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students and, for given school year, those pupils who were enrolled at the PSA facility on the last day of instruction of the prior academic year, to the extent that any required approval is obtained. 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
- All remaining applicants.

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.

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include the student's name, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under-Subscribed Grades

A neutral third-party person will randomly select the names of each applicant for each under-subscribed grade level. If the accepted student 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. This

admissions process will continue for the successive under-subscribed grades for all students until all names have been selected with their associated siblings.

Step 3: Admission of Applicants Applying for Over-Subscribed Grades

A neutral third-party person will then randomly select the order in which oversubscribed grades will be filled. Student will be randomly selected for available seats or placed on the waiting list 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, but will wait until their grade level is selected.

Step 4: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names 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.

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 for that particular grade. 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 deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian who wishes to contest or appeal any aspect of the random selection process may do so in writing to the school's board of directors sent to the school's address. Following receipt of the parent's written appeal, a representative of the board of directors will contact the parent to discuss the nature of the concern or objection. Final decisions will be made by the board of directors or its designee.

SCHEDULE 7-6

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

MUSKEGON COVENANT ACADEMY

2024-2025 SCHOOL YEAR CALENDER

July 2024						11
Su	M	Tu	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			

August 2024						17
Su	M	Tu	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

September 2024						20
Su	M	Tu	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					

October 2024						23
Su	M	Tu	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		

November 2024						18
Su	M	Tu	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

December 2024						15
Su	M	Tu	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				

January 2025						19
Su	M	Tu	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	

February 2025						19
Su	M	Tu	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	1

March 2025						19
Su	M	Tu	W	Th	F	Sa
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					

April 2025						18
Su	M	Tu	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			

May 2025						20
Su	M	Tu	W	Th	F	19
				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

June 2025						11
Su	M	Tu	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					

15	First Day of School (Staff & Students)
	Regular School Day for Students
	Holidays/No School
PLCs	Afternoon PLCs-students AM only
	Count Day
	NWEA Testing Window
	State Testing
*	Board Meeting @ Noon
18	Last Day of School for Students
19	Last Day of School for Staff
	Term Start Date
	Term End Date

Winter Graduation	December 10, 2024
Summer Graduation	June 10, 2025

Total Instructional Days	**210 Days**
1st Session (Instructional Day) = 7:30am - 12:00pm (270 mins)	
2nd Session (Afternoons) = 12:30pm - 2:30pm	
Teacher Prep = 2:30pm - 3:30pm	
Total Instructional Hours	**945 Hours**

Staff Professional Development	**80 Hours**
32 Afternoons	1:00pm - 3:30pm (2.5 hours)

Term 1: 7/15 - 8/29
1 Class
28 Days/126 Hours
Term 2: 9/3 - 11/1
2 Classes
44 Days/198 Hours
Term 3: 11/4- 1/24
2 Classes
46 Days/207 Hours
Term 4: 1/27 - 3/27
2 Classes
43 Days/193.5 Hours
Term 5: 4/7 - 6/18
2 Classes
49 Days/220.5 Hours

SCHEDULE 7-7

AGE/GRADE RANGE OF PUPILS ENROLLED

MUSKEGON COVENANT ACADEMY

Grade Levels & Ages

Student Population

Academy Year	Grade Levels	Ages	Min	Max
2024-2025	9-12	15-22	150	400
2025-2026	9-12	15-22	150	400
2026-2027	9-12	15-22	150	400

Muskegon Covenant Academy serves students ages 15 through 22 (and up to age 26 for special needs students), ranging from grades 9-12. The ages of the students and the corresponding grade levels will be largely dependent on the demands of the community and the surrounding geographical locations. The total enrollment of Muskegon Covenant Academy is expected to average around 200 students per year.

The student population served by Muskegon Covenant Academy are multiple grades below their peers in reading, English language performance and math skills. The students are dropouts or on the verge of dropping out. Approximately 20% to 25% of them will be unable to attend regular public schools because they have aged out or are close to aging out. Most present with a variety of compounding personal circumstances that put them highly at risk of ever achieving their high school diplomas. Almost half of the students qualify as “homeless” under the federal McKinney-Vento Act because they do not live with custodial parents or legal guardians.

This describes the kind of student that Muskegon Covenant Academy serves. They are highly at-risk, underachieving students who have fallen behind academically and who have dropped out or have been forced out of traditional schools, sometimes because of recurring disciplinary issues related to their frustrations and lack of performance. However, these are not the kind of students one finds in “strict discipline academies.” These are students who have decided to return to high school, and once properly counseled as to how they can achieve their goals, seldom present any disciplinary challenges in the school.

Muskegon Covenant Academy offers the uniqueness of a blended learning curriculum which incorporates a web-based learning platform with content and instruction that aligns with the Michigan Merit Curriculum with supplemental direct instruction that provides face-to-face instruction from a teacher to provide an integrated learning experience. This model lends itself to students having the flexibility to work on one class at a time at their own pace as they make progress toward their graduation. Muskegon Covenant Academy also recognizes that all students may not be ready to learn at their actual grade level for a variety of reasons. Academic intervention services are a part of the educational model to work with students on their basic skills, including math and reading.

Most of the students served by Muskegon Covenant Academy bring a variety of academic, personal and social challenges, poverty, encounters with the criminal justice system, being teenage parents, having to support other family members, and homelessness. Muskegon Covenant Academy offers the critical component of additional time needed to serve these students because they may remain in school until age 22. The blended learning model of instruction and additional support services at Muskegon Covenant Academy work together to provide the kind of wraparound services needed to adequately address the needs of the students.

Most importantly, Muskegon Covenant Academy starts with a strong philosophy that puts the needs of the students first. Muskegon Covenant Academy helps motivate students by providing each with an individualized Education Development Plan (EDP) and a clear path to achieving their educational goals. Our first goal, after getting students back into school, is retention - making sure they stay in school. The second goal is progress – academically, socially and in developing life skills. Sometimes it is incremental, gradual progress, often measured in non-traditional, alternative ways. When the first two goals are met, graduation for students is often an inevitable outcome as a third goal. As each student progresses towards graduation at their own pace, emphasis will also be on working with them to promote and demonstrate measured progress in terms of their ability to function as responsible citizens of their communities, most of them capable of getting and holding onto jobs they otherwise may not have been capable of even accessing. As embedded in our mission, the entire Muskegon Covenant Academy staff approaches students in a non-judgmental way, demonstrating the kind of respect and the love one would expect from parents. That kind of treatment is at the core of the Muskegon Covenant Academy's guiding philosophy.

SCHEDULE 7-8

ADDRESS AND DESCRIPTION OF PROPOSED PHYSICAL PLANT; LEASE OR DEED FOR PROPOSED SITE; OCCUPANCY CERTIFICATE

MUSKEGON COVENANT ACADEMY

Building Description

Muskegon Covenant Academy, 125 Catherine Ave, Muskegon, Michigan 49442: The Muskegon Covenant Academy is a brick structure (47,351 total square feet), flat roof, circa 1956, situated in a residential neighborhood one block north of Irwin Avenue and one block east of Peck Street. This is a one-story building with a gymnasium, small auditorium, and 22 classrooms. The building is situated on a 3.86 square acre parcel. The academy will be a combination of computer labs and direct instruction classrooms. Renovations to the structure will begin soon, and will include the installation of central air conditioning, internet connectivity wiring, restroom facility adjustments to high school students, and general cosmetic upgrades.

Received & Sealed for Record
MARK F. FAIRCHILD REGISTER OF DEEDS
Muskegon County Michigan
08/15/2014 11:33 AM Liber: 4029 Page: 462

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D01 5495348

AFFIX REAL ESTATE TRANSFER
TAX STAMP AFTER RECORDING

WARRANTY DEED

KNOW ALL PERSONS BY THESE PRESENTS: That The Public Schools of the City of Muskegon
whose address is 349 W. Webster Ave. Muskegon, MI 49441
Convey(s) and Warrant(s) to Covenant House Academy Muskegon, d/b/a Muskegon Covenant Academy, a Michigan public school academy
whose address is 125 Catherine Ave, Muskegon, MI 49442
the following described premises situated in the City of Muskegon, County of Muskegon, and State of Michigan to-wit:

SEE ATTACHED EXHIBIT "A"

Commonly known as: 125 Catherine Avenue
(McLaughlin School), Muskegon, MI 49442
Tax Parcel # 61-24-205-257-0001-00

For the consideration of: One Dollar ($1.00).
See Real Estate Transfer Valuation Affidavit attached hereto.
PLEASE AFFIX REVENUE STAMPS AFTER RECORDING.

subject to easement, use, building, and other restrictions of record, if any.
Property is restricted prohibiting the use of the property for K-8 Public Education.

Dated: August 11, 2014

Signed and Sealed:
The Public Schools of the City of Muskegon

Jon Felske

By Jon Felske, Superintendent

Muskegon, Mich. August 15 20 14

"I hereby certify that there are no tax liens or titles held by the state or any individual against the within description, and all taxes on same are paid for five years previous to the date of this instrument, as appears by the records in my office."

No. _____

STATE OF MICHIGAN)
)ss
COUNTY OF Muskegon)

The foregoing instrument was acknowledged before me on August 11, 2014, by Jon Felske, Superintendent, of The Public Schools of the City of Muskegon.

Print Name:
Notary Public County, Michigan
Acting in County
My term expires: _____

TERESA LAVIGNE
Notary Public, State of Michigan
County of Muskegon
My Commission Expires: June 22, 2018
Acting in the County of Muskegon

File No. 132556WMS

Drafted by:	Return to:
The Public Schools of the City of Muskegon 349 W. Webster Ave. Muskegon, MI 49441	Covenant House Academy Muskegon, d/b/a Muskegon Covenant Academy, a Michigan public school academy 125 Catherine Ave Muskegon, MI 49442
County Treasurer's Certificate	City Treasurer's Certificate

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Exhibit "A"

Parcel 1:

Entire Block 257, Revised Plat (of 1903) of the City of Muskegon, as recorded in Liber 3 of Plats, Page 71, Muskegon County Records. Together with the Southerly 1/2 of vacated Ransom Street between the South line of Catherine Avenue and the North line of McLaughlin Avenue.

Parcel 2:

Lots 1 and 2, except the Northeasterly 12 feet, thereof; Lot 3, except the Northeasterly 66 feet, thereof, and all of Lots 4 and 5, Block 258, Revised Plat (of 1903) of the City of Muskegon, as recorded in Liber 3 of Plats, Page 71, Muskegon County Records. Together with the Northerly 1/2 of vacated Ransom Street between the South line of Catherine Avenue and the North line of McLaughlin Avenue.

PART OF TLZ

Parcel #61- 24-205-257-0002L-00

Part of 2013 SMJ

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CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes/Building Division
P.O. Box 30254
Lansing, MI 48909
Authority: 1972 PA 230
(517) 241-9317

Building Permit No: BLDG18-00134

125 Catherine AVE
Muskegon, MI 49442
COUNTY: Muskegon

The above named building of Use Group E, Education and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Print Date: 10/30/2018