

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt
Consultants
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity									
		Safe Successful Schools, LLC									
3. Name of Entity as you would like it to appear on the Approved List											
The Christopher and Virginia Sower Center for Successful Schools											
4. Entity Type:		5. Check the category that best describes your entity:									
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; padding: 5px;"><input checked="" type="checkbox"/> Business</td> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Community-Based Organization</td> <td style="padding: 5px;"><input type="checkbox"/> School District</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td style="padding: 5px;"><input type="checkbox"/> Other (specify): _____</td> </tr> </table>					<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education										
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District										
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____										
6. Applicant Contact Information											
Name of Contact Bill Sower		Phone 248-225-4399		Fax							
Street Address 13177 Cove Ridge Dr.		City South Lyon		State MI	Zip 48178						
E-Mail bsower@thesowercenter.com		Website www.thesowercenter.com									
7. Local Contact Information (if different than information listed above)											
Name of Contact		Phone		Fax							
Street Address		City		State	Zip						
E-Mail		Website									
8. Service Area											
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.											
<input checked="" type="checkbox"/> Statewide											
Intermediate School District(s):			Name(s) of District(s):								

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

Yes

No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

PLEASE NOTE: This is an application to provide three targeted services in schools:

1. Accelerate student achievement for low performing students with Direct Instruction.
2. Improve classroom behavior management with The Nurtured Heart Approach.
3. Improve student discipline with Restorative Justice/Practices.

The Sower Center provides professional development and other implementation and support services to LEA clients in the underlying principles and specific methodologies of three powerful, school reform models: Direct Instruction, The Nurtured Heart Approach, and Restorative Justice/Practices. The Sower Center integrates the three models to produce a comprehensive school improvement formula. Direct Instruction targets academic achievement for low performing students. The Nurtured Heart Approach targets positive classroom management. Restorative Justice/Practices target effective student discipline.

DIRECT INSTRUCTION: A primary problem in persistently low-performing schools is that instruction fails to assure mastery of essential skills in reading, math and writing for all students. Typically, test scores in these schools reveal that many students are functioning below basic levels of achievement. Failure to acquire foundational skills contributes to disruptive behavior, academic failure, and dropping out. For instance, a 2010 report from the Annie E. Casey Foundation demonstrated a strong link between reading difficulties and dropping out of school. <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/Speci%20Report%20Executive%20Summary.pdf>.

A primary school-related cause of this problem is the use of curricula and instructional methods that are not adequately designed, delivered, or validated by research as effective.

More than 40 years of research have demonstrated the effectiveness of Direct Instruction for building essential academic skills, particularly in low income and urban schools; not only in core curricula, but also in remedial and special education settings in all grades. Although it is often misunderstood and sometimes maligned because it is a serious and structured teaching method, Direct Instruction is unsurpassed in its research base. For instance, John Hattie, in his 2009 book, *Visible Learning: A synthesis of over 800 meta-analyses related to achievement*, reviewed the results from Project Follow Through, the largest education study ever conducted. He concluded, “Only Direct Instruction had positive effects on basic skills, on deeper comprehension measures, on social measures, and on affective measures.” (page 258) A report from the American Federation of teachers stated, “When [Direct Instruction] is faithfully implemented, the results are stunning, with some high-poverty schools reporting average test scores at or above grade level—in a few cases, several grades above.” (“Building on the Best, Learning from What Works: Seven Promising Programs for English & Language Arts” <http://www.aft.org/pubs-reports/downloads/teachers/seven.pdf>. See “Results” on page 8)

Perhaps the most remarkable capability of Direct Instruction is the rapid remediation of delayed academic skills. The remedial effects on learning of Direct Instruction and other similarly structured programs have even been recorded by functional magnetic resonance imaging (fMRI) on brain activity (“Remedial Instruction Rewires Dyslexic Brains, Provides Lasting Results, Study Shows” Science Daily

<http://www.sciencedaily.com/releases/2008/08/080808051240556.htm>).

The Sower Center guides a full to partial implementation of Direct Instruction for client LEAs. The Sower Center supervises academic placement testing of all relevant students; assists with student scheduling based on placement test findings; and delivers initial training, coaching, consultation, and other support services for regular, remedial, and special education instructional personnel, as requested by the client.

Since Direct Instruction is a non-conventional way of teaching, instructional staff are given focused and frequent individualized, job-imbedded, coaching services in classrooms, with students. Teachers and administrators are guided to properly utilize the curriculum-based assessment measures, remediation strategies, and documentation protocols that are included in all commercially available Direct Instruction programs. At the secondary level, such curricular programs could include SRA/McGraw Hill's Corrective Reading, Expressive Writing, Essentials for Writing, The REACH System, Read to Achieve, Spelling through Morphographs, Reasoning and Writing, Corrective Math, and Essentials for Algebra
<https://www.sraonline.com/products.html?PHPSESSID=00ed17dfbe7d63e2880832f59d0989f3&tid=9>.

THE NURTURED HEART APPROACH: Distinguished education researcher, William L. Heward, has stated that, "Detecting and praising performance improvements by students, particularly low-achieving students who have experienced little academic success, is one of the most important and effective forms of teaching." (Ten Faulty Notions about Teaching and Learning that Hinder the Effectiveness of Special Education, The Journal of Special Education, Vol. 36/No. 4/2003) Yet, as Dr. Heward notes in this article, observational studies in secondary classrooms over the last 30 years have consistently found higher rates of teacher expressions of disapproval of students than of positive acknowledgement and praise for students. Many students have learned that the most reliable way to receive energized adult attention is through misconduct. Of course, the critical and punitive adult attention that students typically receive sends a message of failure. Nevertheless, the attention and energy themselves are often reinforcing and even perversely entertaining for some students. Unfortunately, students often learn that appropriate behavior is a very unreliable way to receive energized adult attention.

As teacher attention to negative behavior increases, and as student behavior worsens, student self-esteem suffers, and learning declines. Thus, it is critical that any school reform plan include a process that guides teachers and other adults to understand the importance of positive support for students and that helps them to consistently employ the skills of positive acknowledgement.

Carefully designed and implemented programs that provide school-wide positive behavior support (SWPBS) to students can be very effective <http://www.pbis.org> . However, several problems tend to develop with conventional SWPBS at the secondary level. Rewards that work in earlier grades are no longer reinforcing in middle and high school. When actually implemented, programs that are described as positive sometimes tend to be largely punitive (denial of rewards, exclusion from celebrations, etc.). Older students are more likely to interpret reinforcers as inauthentic or manipulative.

The Nurtured Heart Approach (<http://difficultchild.com>) solves these problems. Designed by Michigan Department of Education
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clinical psychologist and best-selling author, Howard Glasser, this intensive and practical model of positive behavior support is growing rapidly throughout the nation and the world. It enlightens teachers and empowers them to more efficiently manage difficult student behavior. It invigorates adult acknowledgement of student worthiness and success. It suggests non-energized but effective consequences for minor disruptions.

Since the delivery of sufficient amounts of authentic praise is not conventional behavior for many teachers, the Sower Center delivers comprehensive, initial professional development and long-term, job-imbedded support in the form of observation, coaching and consultation to teachers and other personnel based on their performance progress. The Sower Center also teaches and supports staff to administer brief, non-energized consequences, such as “resets” to students for minor infractions. For more harmful offenses, or when consequences like resets do not work, Restorative Justice interventions and/or conventional sanctions are applied. The critical point, however, is for adults to invest the most attention, and the most energy, when things are going right, not when things are going wrong.

The Sower Center delivers training, coaching, and implementation support services for all school personnel who work directly with students.

The Sower Center evaluates program effectiveness. Measures include rates of disciplinary referrals along with surveys of teachers, students, and parents.

RESTORATIVE JUSTICE AND RESTORATIVE PRACTICES: Two daunting problems that disrupt learning in low-achieving schools are poor disciplinary outcomes and interpersonal conflict. Restorative Justice and Restorative Practices are used successfully in the Lansing School District, Hamtramck Public Schools, and other Michigan districts to dramatically reduce reliance on suspensions, to reduce re-offending, and to resolve conflict.

Restorative Justice is an international “paradigm shift” in how to respond to wrongdoing, with programming throughout the world, legislation in several states and countries, and formal standards in place through the United Nations. Instead of the criminal justice model, which focuses on the offending student with exclusionary punishments like suspensions, Restorative Justice offers schools a more powerful and effective disciplinary model. The process involves safely prepared and facilitated face-to-face meetings that include offending students, those affected by the misbehavior, parents, and other supporters. The goal is to support offending students to acknowledge the harm they have caused to others, to accept the validity of consequences, and to do something meaningful to “make things right.” The process promotes understanding, empathy, and accountability that is more authentic. Behavior improves, Victims’ needs are resolved and suspensions decrease dramatically.

Restorative Practices focus more on improving the school climate and resolving conflicts. They provide structured opportunities for students (and adults) to listen to each other respectfully and to resolve conflicts peacefully.

Sharon Lewis, former assistant superintendent for research and school reform at Detroit Public Schools and research director for the Council of the Great City Schools, wrote a report for the International Institute for Restorative Practices. <http://www.safersanerschools.org/pdf/IIRP-Improving-School-Climate.pdf>. This report highlights some of the emerging studies that suggest

the potential benefits of Restorative Practices, from reduced reliance on suspensions to improved individual student behavior and improved overall school climate.

The Sower Center delivers initial training, coaching, co-facilitating, and implementation support services to school personnel so they can successfully facilitate restorative interventions and proactive measures. Initial training is experiential, and all subsequent professional development is job-imbedded. Training in “restorative conferencing”, an effective, alternative disciplinary intervention, is licensed by the International Institute for Restorative Practices <http://www.iirp.org>. Training participants receive certificates from this prestigious, non-profit organization.

Assessment occurs through records of disciplinary referrals, suspensions, detentions, expulsions, and participant and parent surveys.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Direct Instruction is, arguably, the most research-validated instructional approach. It has been described as follows:

- “Strongest Evidence of Effectiveness” —Borman, Geoffrey D. et. al.; Comprehensive School Reform and Student Achievement: A Meta-Analysis; Center for Research on the Education of Students Placed at Risk, November 2002.
<http://www.csos.jhu.edu/CRESPAR/techReports/Report59.pdf> (see Table 5)
- “Strong Evidence of Positive Effects on Student Achievement” —American Association of School Administrators
http://www.aasa.org/issues_and_insights/district_organization/Reform/overview.htm
- “[One of three reform models that] have shown the greatest degree of effectiveness and are supported by the largest body of research.” —Association for Supervision & Curriculum Development; Research Brief: ‘Comprehensive School Reform and Student Achievement’ September 30, 2003, Volume 1, Number 20
- “...one of the top two comprehensive school reform programs.” —American Institutes of Research
http://www.air.org/news/documents/Release200611_csrq.html
- “...the underlying principles of Direct Instruction place it among the most successful outcomes.” —Hattie, J. A. C. (2009), *Visible Learning: A synthesis of over 800 meta-analyses related to achievement*. New York, NY: Routledge Publishers. p. 205.

The Sower Center has effectively trained and prepared hundreds of teachers, para-professional staff, community volunteers, and even cross-age student tutors in Direct Instruction.

The research base for the **Nurtured Heart Approach** is grounded in the growing support for School-wide Positive Behavior Interventions and Support.

<http://www.pbis.org/research/default.aspx> . For instance:

Kutash, K., Duchnowski, A., & Lynn, N. (2006). *School-based Mental Health: An Empirical Guild for Decision-makers*. The Research and Training Center for Children’s Mental Health, Florida Mental Health Institute, University of South Florida

“... the early results of PBIS interventions implemented at the indicated level, and the growing body of support for implementation at the universal and selective levels for children who have emotional/behavioral problem is very promising.”

“Because the roots of PBIS are in applied experimental analysis of behavior, the evidence for PBIS, at this time, is primarily derived from single subject designs. This research, while not in the traditional empirical mode, is nevertheless rigorous, generalizable, and strong in social validity (Sugai & Horner, 2002). Therefore, administrators have a preponderance of evidence to support their exploration of PBIS as a viable model for School-based Mental Health programs.”

In Michigan, the Sower Center has successfully tested the Nurtured Heart Approach at the secondary level in Maxey Boys Training School, Michigan’s most secure residential facility for delinquent youth, and in Hamtramck Public Schools, one of the lowest income and most urban districts in the State. In both locations, student behavior improved significantly. In Hamtramck, nearly all faculty and staff who work directly with students were trained by the Sower Center in the Nurtured Heart Approach. A full, one hundred percent of the participants’ evaluations expressed satisfaction with the professional development, and many included

comments like, “This is exactly what we need” and “The most useful PD I’ve ever had.”

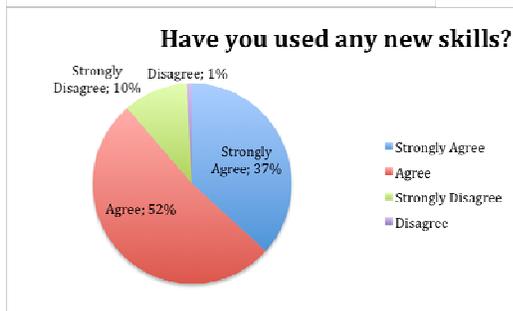
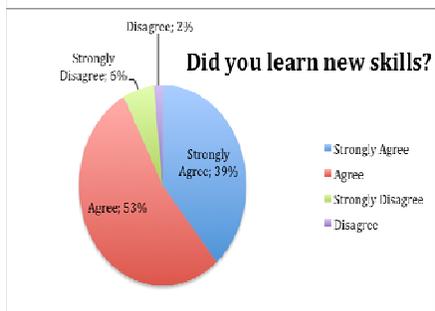
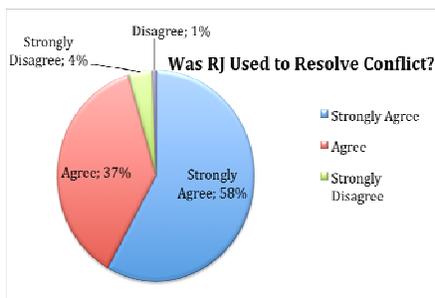
Assessment occurs through records of disciplinary referrals and teacher surveys.

Restorative Justice and Restorative Practices are recommended for schools by the American Psychological Association http://www.iirp.org/article_detail.php?article_id=NTU3; by Michael Flanagan, Michigan Public Schools Superintendent http://www.michigan.gov/documents/mde/Item_A_258108_7.pdf; and by the American Civil Liberties Union of Michigan <http://www.aclumich.org/sites/default/files/file/ACLUSTPP.pdf>.

In a report issued by the International Institute for Restorative Practices, Director of Research, Sharon Lewis, states, “...it is clear that restorative practices is having a positive effect on the lives of many students and is changing the climate of many schools.” <http://www.iirp.org/pdf/IIRP-Improving-School-Climate.pdf>

Studies show high rates of student compliance, issue resolution, skill development, and parent approval along with reduced rates of suspension and expulsion. For instance: http://www.centralmichiganrestorativejustice.com/uploads/1/0/0/7/1007206/2008-09_lsd_rj_annual_report.doc. (see charts from this report below)

Long Term Student Survey Results:



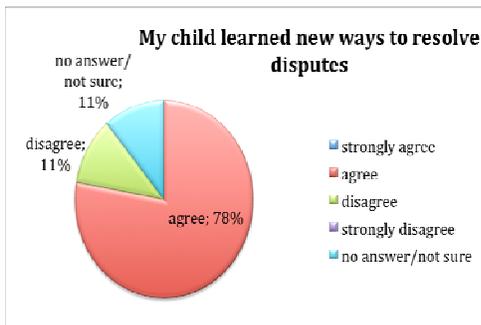
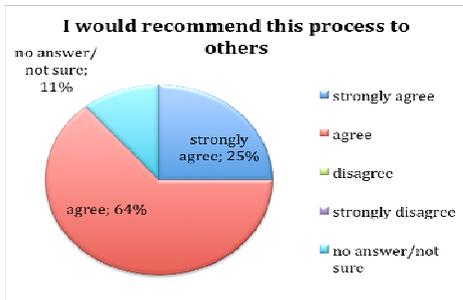
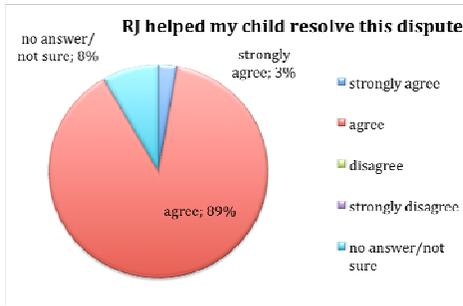
Restorative Justice Resolves Conflict, Teaches New Skills Changes Life Choices

RJ Practitioners or volunteers interview students and parents who have participated in an RJ intervention at least one month after their participation date. Of the 2635 student participants in 2008-09 school year, 352 completed long-term surveys.

The graphs to the left indicate:

- 95% of those surveyed reported they used RJ to resolve their conflict.
- 92% say they learned new skills in their RJ intervention;
- 89% claim they used those new skills to avert or quickly resolve subsequent conflicts.

Parent Long Term Survey Results:



Parent Participants Strongly Support Restorative Justice

RJ Practitioners phoned parents who had participated in an RJ intervention with their child. These calls were made at least one month after their participation date. Of the 143 parent participants in 2008-09 school year, 36 completed long-term surveys.

The graphs to the left indicate:

- 92% of those surveyed reported RJ helped their child resolve his/her conflict.
- 89% say they would recommend RJ to others;
- 78% claim their child learned new ways avert or quickly resolve subsequent conflicts.

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Since each component of the Sower Center plan for school improvement represents a shift from conventional school practice, each one absolutely requires extensive job-imbedded professional development after initial training.

For Direct Instruction, the Sower Center supports teachers and other instructional staff with initial training, coaching, and consulting services, including demonstrations of instructional methods and procedures with students, as needed. The Sower Center guides school leadership teams and individual teachers and administrators in administering and evaluating assessments of student progress in the programs. Guidance is also provided for the administration of important remediation strategies.

For the Nurtured Heart Approach, all school personnel working directly with students benefit from job-imbedded guidance to assure that they provide appropriately measured acknowledgements of positive student behavior. Some personnel need extensive assistance as they attempt to change long-held behaviors that focus on (and accidentally reinforce) negative student behavior. They need support in order to systematically and consistently focus on positive student behavior and on positive acknowledgements. The Sower Center also guides adults to administer brief but effective consequences for students' disruptive behavior. The Sower Center is skilled at showing school personnel how to help students understand and respect these sanctions, using various forms of Restorative Practices.

For Restorative Justice, school personnel who process and administer student disciplinary referrals need extensive job-imbedded support to process these referrals, to facilitate restorative interventions, and to provide monitoring and other follow-up services. The Sower Center co-facilitates with school personnel until they are comfortable and proficient in these procedures. The Sower Center provides ongoing consultation and support, especially for more complex or troubling issues.

For Restorative Practices, all school personnel need direct, job-imbedded guidance after initial training to help them focus on how people are affected by conflict and misconduct, and on how to repair the harm and resolve the issues, instead of focusing solely on punishing the offending students. Furthermore, the Sower Center facilitates interventions and community-building interactions, such as the Restorative Practice known as "peacemaking circles", with faculty and staff, as needed, in order to support greater cohesion, collegiality, and collaboration among school personnel and to prevent or resolve conflict among these adults.

The Sower Center assists school personnel in the course of their jobs to relate constructively with parents and other family and community members relative to the delivery of Direct Instruction, the Nurtured Heart Approach, and Restorative Justice/Practices.

The Sower Center remains with the client school through the end of the two to three year transformational process.

**Exemplar 4: Experience with State and Federal Requirements
(15 points possible)**

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Targeted services—not applying for this area/exemplar.

Exemplar 5: Sustainability Plan

(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

To assure sustainability, we employ a practical plan for monitoring the implementation and progress of the reform initiative over time and for adapting it to inevitable changes in the school environment. We promote the strongest context for sustainability, a culture that is universally committed to serve students and that values research-based instructional, behavior management, and disciplinary approaches. Our plan involves a 9-step process:

1. We promote broad consensus in recognizing the need for, and the advisability of, the reform initiative.
2. We plan and formalize sustainability provisions early in the implementation process.
3. We assure that all program components are implemented with fidelity and that school personnel feel fully confident to deliver each of the component processes.
4. We promote a shared, collaborative culture that values fairness and respects everyone's input.
5. We provide sufficient, non-judgmental, and encouraging support for implementation.
6. We establish protocols for regular and frequent review of program outcomes.
7. We establish clear guidelines and procedures for program adjustments and corrections.
8. We address the need for adaptability and growth, without sacrificing program fidelity.
9. We assist in planning early for continuing funding.

1. We promote broad consensus in recognizing the need for, and the advisability of, the reform initiative. Implementation begins with scheduled discussions with school personnel about the need for sustainability. The nine steps of the sustainability plan are presented and described to school leaders, faculty, and relevant staff. We listen carefully to client concerns and address them. We will implement this step as we did in Hamtramck Public Schools, where a series of meetings were held with district administrators, Board of Education members, and faculty and staff to build consensus. About 24 district personnel attended workshops presented by The Sower Center at Wayne RESA. Implementation began only after unanimous Board of Education approval and broad support from school personnel were assured.

2. We plan and formalize sustainability provisions early in the implementation process. Program components are formalized as early as possible within instructional procedures, school improvement plans, and codes of conduct. The Sower Center guides teachers and administrators to integrate curriculum-based assessment and documentation procedures for SRA's Corrective Reading and other Direct Instruction programs into lesson plans. We draft changes to the Code of Conduct to provide for Restorative Justice disciplinary procedures. We assist in including Restorative Practices in school improvement plans. Some of the schools and districts where we have facilitated this are Whitmore Public Schools, The Arts and Technology Academy of Pontiac, South Lyon Community Schools, and Hamtramck Public Schools.

3. We assure that all program components are implemented with fidelity and that school personnel feel fully confident to deliver each of the component processes. This lays a solid foundation for sustaining the program over time. Under contract with Oakland Schools, we provided professional and long term coaching services in SRA's Corrective Reading for special education teachers in seven districts in Oakland County. When providing coaching services following initial training, we co-teach and guide the lessons. As proficiency develops, we move into an observational and advisory role until independence and proficiency are clearly established. We assure fidelity and promote confidence for all components of the reform model.

4. We promote a shared, collaborative culture that values fairness and respects everyone’s input. We facilitate ongoing communication and respectful collaboration among staff, which is critical for developing broad dedication to program goals and procedures, for building interpersonal support, and for achieving a high level of program sustainability. By participating in these forums, school personnel move away from a sense that the program has been imposed “from above” and toward a shared sense of ownership for the program. Like we did in South Lyon Community Schools and Hamtramck Public Schools, the Sower Center develops and supports professional learning communities through the use of “talking circles” during staff, grade level, or department meetings. This is a practical, proven process that provides powerful assurances of equality and fair process.

5. We provide sufficient, non-judgmental, and encouraging support for implementation. We make sure that school personnel feel cared for and supported so that they can learn most effectively. The Sower Center has long maintained a satisfaction rate of 98 percent on thousands of professional development evaluations. Our approach is professional, warm, and encouraging.

6. We establish protocols for regular and frequent review of program outcomes. All components of the reform initiative are regularly assessed and evaluated. Data is used to evaluate the initiative and guide change. Continuous formative assessments are imbedded into all Direct Instruction programs. Other program components have explicit standards for program accomplishment and frequent assessment measures. Data analysis measures are clearly specified. The Sower Center instructs client LEA’s on the proper use of these measures.

7. We establish clear guidelines and procedures for program adjustments and corrections. We employ clearly specified correction procedures. For instance, all Direct Instruction programs define procedures for modifying and differentiating instruction for students who do not meet learning goals. Similarly, when students fail to comply with the resolution contracts resulting from Restorative Justice disciplinary conferences, clear procedures are defined for responding responsibly.

8. We address the need for adaptability and growth, without sacrificing program fidelity. We guide schools in a cyclical process of evaluating program outcomes, identifying needs, and making changes to increase effectiveness in order to extend the initiative’s life. We present structured protocols in each of the component areas to guide client LEA’s; and once fidelity, confidence, and proficiency are established, we encourage educators to “make it their own”. We discuss varied hypothetical contingencies and encourage exploration around adaptation options.

9. We assist in planning early for continuing funding. Through the course of the initiative, we encourage client LEA’s to consider what parts of the reform model are to be sustained, what resources are needed to sustain them, and how to access those resources. We then encourage school leaders to secure funding based on the answers to these crucial questions as early as possible.

As we did in Lansing School District, South Lyon Community Schools, and Hamtramck Public Schools, the Sower Center also assists in the hiring of Restorative Practices/Nurtured Heart Approach Coordinators. We train these Coordinators, guide and advise, co-facilitate, and provide other supports until they are prepared to be independent. For all program components, we provide long-term, contracted services over the course of several years to provide continuing training and support in order to assure the sustainability of the reform program.

Exemplar 6: Staff Qualifications

(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

The Sower Center is uniquely qualified in Michigan to prepare teachers to use Direct Instruction. Its founder, Bill Sower, is currently the only school consultant in Michigan who has earned the right to be referenced by the Association for Direct Instruction http://adihome.org/index.php?option=com_content&view=article&id=145 after demonstrating competence as a trainer and submitting letters of recommendation from three school administrators. He successfully taught Michigan's most academically discouraged adolescents for twenty years using Direct Instruction at W. J. Maxey Boys Training School, the State's most secure facility for delinquent youth. The Sower Center currently provides contracted training and coaching services in Direct Instruction for SRA/McGraw Hill, Oakland Schools, Fitzgerald Public Schools, Van Dyke Public Schools, and Mount Clemens Public Schools.

Bill Sower is a certified "advanced trainer" of the Nurtured Heart Approach through the Children's Success Foundation <http://www.childrens-success-foundation.org/index.htm>. He has successfully tested and implemented the Nurtured Heart Approach in Maxey Boys Training School; in Hamtramck Public Schools; and, incidentally, in his own family with two exceptionally challenging, adopted children.

The Sower Center has trained more school personnel in Restorative Justice and Restorative Practices than any other organization in Michigan. It currently presents workshops in these topics through Wayne RESA. Founder, Bill Sower, has been licensed by the International Institute for Restorative Practices (IIRP) <http://www.iirp.org> as a trainer for more than ten years. He served as the regional coordinator for this leader in the worldwide Restorative Practices movement. He is well recognized as an expert in Restorative Justice/Practices in school districts throughout the State.

Any personnel hired to provide targeted services as a result of a contract between the Sower Center and any Michigan LEA will be trained and certified in the respective service area by the Association for Direct Instruction, Children's Success Foundation, and/or the International Institute for Restorative Practices.

We are delighted to announce that Mr. Jack Pelon, Ed.S. has decided to join our school reform organization as an advisor. Mr. Pelon has a BBA, full vocational authorization, 30 hour continuing (secondary) and provisional certificate (secondary), MBE with a concentration in curriculum, and an Education Specialist in administration. He has 25 years experience in education, 13 years in teaching and 12 years in administration. He was an assistant principal for Wayne High School for 3 years, Director of Community & Alternative Education for Garden City Schools for 8 years, and Interim Superintendent for Garden City Public Schools. He is currently a consultant for school districts through his LLC, School Financial Solutions. He has contracts with Garden City Schools, Novi Schools, and Plymouth/Canton Schools. He is on vacation at this time, but his curriculum vita will be available by the end of August.

Mr. Pelon will be advising the implementation of the Sower Center school reform model. He has participated in professional development for Restorative Practices and The Nurtured Heart Approach. He holds a training certificate from the International Institute for Restorative Practices in "Facilitating Restorative Justice Conferencing". He has assisted the Sower Center with professional development in Hamtramck Public Schools.

13177 COVE RIDGE DR. • SOUTH LYON, MI 48178
• CELL 248-225-4399
E-MAIL bsower@thesowercenter.com

WILLIAM SOWER

OBJECTIVE

- School Transformation Specialist

EDUCATION

- Bachelor of Science, Special Education, December, 1981, Western Michigan University, Kalamazoo, MI
- 26 hours graduate credit, Eastern Michigan University

CERTIFICATIONS

Continuing Teaching Certificate (Number 002330), State of Michigan
K-8 All Subjects
K-12 Emotionally Impaired (SE)

PROFESSIONAL EXPERIENCE

OWNER: The Christopher and Virginia Sower Center for Successful Schools, LLC / 417 S. Lafayette / South Lyon, MI 48178 /2004 to present.

Provides consulting and training services to Michigan schools in Restorative Justice, Restorative Practices, the Nurtured Heart Approach, and Direct Instruction. Clients include Lansing School District, Ann Arbor Public Schools, Michigan Association of School Administrators, National Heritage Academies, Hamtramck Public Schools, Oakland Schools, and Wayne RESA.

SPECIAL EDUCATION TEACHER: Mosaica Education, Inc. (Center Academy, Flint, MI and Arts & Technology Academy, Pontiac, MI) / February, 2007 to February, 2009.

INTERIM PRINCIPAL: Whitmore Lake Elementary School / Whitmore Lake, MI / January 3-21, 2006 / Supervisor, Scott Menzel, Superintendent, 734-449-4464.

Fulfilled a limited contract to provide school supervision and professional development.

RESOURCE ROOM TEACHER: Whitmore Lake Middle School / Whitmore Lake, MI / August, 2004 to July, 2005 / Supervisor, Mary Anne Waters, Principal, 734-449-2051.

Provided academic and behavioral support services to academically and

behaviorally challenged students. Developed a cross-age tutoring program and a restorative discipline program.

REGIONAL COORDINATOR: International Institute for Restorative Practices, Bethlehem, PA / July, 2002 to July, 2004 / Supervisor, Mr. Bob Costello, Director, 610-807-9221

Provided training for Michigan educators in “restorative practices,” which are measures for improving learning climates and disciplinary outcomes. Coordinated all Midwest IIRP activities. Administered a controlled middle school study, which resulted in a 73% reduction in days lost to suspension (Centennial Middle School, South Lyon, MI).

SPECIAL EDUCATION TEACHER: Maxey Boys Training School, Whitmore Lake, MI / 1983 to 2002 / Supervisor, Dr. Lee Craft, Ed.D., Education Director, 734-449-4422

Developed and delivered core curriculum in language arts, math and social studies to delinquent youth. Initiated innovative programming including a remedial reading program, a tutoring project involving peers and Foster Grandparents, “Aggression Replacement Training,” and specialized treatment for chemically dependent students. Retired in 2002.

ADDITIONAL INFORMATION

Twenty-five years experience managing and motivating discouraged and disruptive students. Long-time practitioner and licensed trainer in “restorative practices,” including an alternative discipline procedure known as “restorative conferencing” and a conflict resolution method known as “peacemaking circles.” Advance trainer of The Nurtured Heart Approach (www.difficultchild.com) for behavior management of highly challenging students. Referenced consultant with the Association for Direct Instruction.

CONFERENCE AND WORKSHOP PRESENTATIONS

International Institute for Restorative Practices (U.S. and The Netherlands)
Michigan Institute for Educational Management
Michigan School Counselors Association
Michigan High School Initiative
Michigan Judicial Institute
Michigan Commission on Law Enforcement Standards

MEMBERSHIPS AND VOLUNTEER INFORMATION

Board Member, South Lyon Area Youth Assistance
Volunteer, South Lyon Community Schools
Referenced Consultant and Member, Association for Direct Instruction (www.adihome.org)
Licensed trainer, International Institute for Restorative Practices (www.iirp.org)
Advanced Trainer, The Children’s Success Foundation (www.childrens-success-foundation.org)

PROFESSIONAL REFERENCES

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Ms. Patty Wood, Principal, Grand Blanc Academy, Grand Blanc, MI 810-953-3140

Ms. Mary Anne Waters, Principal, Whitmore Lake Elementary School, Whitmore Lake, MI 734-449-2051

Mr. David Phillips, Principal, Centennial Middle School, South Lyon, MI 248-573-8600

Mr. Scott Menzel, Superintendent, Livingston Education Service Agency, Howell, MI 517-546-5550

Ms. Debbie Little, Restorative Practices Coordinator, South Lyon Community Schools, South Lyon, MI 248-573-8600

Dr. Lee Craft, Ed.D., Education Director, W.J. Maxey Boys Training School, Whitmore Lake, MI 734-449-4422

Mr. Jack Pelon, Ed.S., Director, Adult, Alternative, and Community Education, Garden City Schools, MI (Retired. Cell: 248-910-7615)

Sower Center Executive Director, Erin Sower, graduated with a 3.9 GPA from Eastern Michigan University with a Bachelor's degree in psychology. She is a certified facilitator of Restorative Justice Conferences through the International Institute for Restorative Practices. In addition, Erin has been trained in Direct Instruction and assists with training and coaching in the Nurtured Heart Approach. Erin has worked as a substitute teacher in Hartford, Connecticut.

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

		Labor & Economic Growth			
Michigan.gov Home		DLEG Sitemap Contact Online Services Agencies FAQ			
MICHIGAN CORPORATION DIVISION ANNUAL FILING					
HOME		AGENT		CERTIFY	
		PAYMENT		RECEIPT	
2007 Limited Liability Company Information Update					
(Please print a copy of this receipt for your records.)					
ID Number:	B3954F				
Name:	SAFE SUCCESSFUL SCHOOLS, L.L.C.				
Payment Confirmation Nbr:	07021403834596				
Filed By:	WILLIAM D. SOWER				
Title:	AUTHORIZED AGENT				
Phone:	248-225-4399				
Date & Time:	02/14/07 09:19:57				
Payment Amount:	\$25.00				
Card Holder Name:	WILLIAM D. SOWER				
Confirmation Nbr:	07021403834596				
Reference Nbr:	71315 6802 B3954F				
<p>Thank you for using Online Filings System to submit your annual filing. The filing may be viewed within the next 24 hours on our Business Entity Search Site. DLEG-BCSC-Online Filings Home Page</p>					
ONLINE SURVEY					

[Michigan.gov Home](#) | [DLEG](#) | [BCSC Home](#) | [Contact](#) | [State Web Sites](#) | [Site Map](#)
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https://www6.dleg.state.mi.us/corpsfilings/bin/wc.dll?siteprocess%7EProcess_Payment

2/14/2007

ACUITY Commercial Quotation

Customer Copy

Applicant: **Safe Successful Schools, LLC** Agency 7063: COBB-HALL INSURANCE AGENCIES INC

Date: 07/15/2010 STE 1

Effective Date: 07/16/2010 223 W GRAND RIVER AVE

MI -- New Business HOWELL, MI 48843

Telephone: (517) 546-1600

Page 1 Printed 07/15/2010 08:52 AM CDT

Premium Summary

Bis-Pak \$402.00

Total Estimated Premium: \$402.00

Equipment Breakdown Option \$25.00

Total Estimated Premium Including Equipment Breakdown: \$427.00

The premiums shown include a charge of \$2.00 for adding terrorism coverage, as described in the attached notices, to your policy.

If you choose to exclude terrorism coverage, as described in the attached notices and where such exclusions are permitted by law, a reduced premium will apply.

Please refer to the Terrorism Premium Information page included with this quote.

Direct Bill - Automatic Payment Options - via Checking or Savings

To save time and money, choose the Full Pay option with no service charges. 4-pay or 11-Pay options include a \$2 service charge per installment. To enroll,

simply complete the Automatic Payment Option Authorization Form (S-517)

Full Pay - One Installment of \$427.00

4-Pay - Four equal installments of \$108.75 at 90-day intervals

11-Pay - Eleven equal installments of \$40.82 at 30-day intervals

Direct Bill - Installment Payments Sent by Mail

Installment payments include a \$5 service charge per installment

5-Pay - \$90.40 down, balance due in 4 equal installments of \$90.40 at 30-day intervals

Premiums and pay plan options shown are estimates and may be subject to change upon policy issuance. Installment

amounts and intervals may be adjusted due to policy changes.

ACUITY Bis-Pak Quotation

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Premium Summary

Property Coverages \$52.00

Liability Coverages \$48.00

Optional Coverages \$302.00

Total Estimated Premium \$402.00 Minimum Premium Applies

Equipment Breakdown Option \$25.00

The premiums shown include a charge of \$2.00 for adding terrorism coverage, as described in the attached notices, to your policy.

If you choose to exclude terrorism coverage, as described in the attached notices and where such exclusions are permitted by law, a reduced premium will apply.

Please refer to the Terrorism Premium Information page included with this quote.

Coverage Form: Deluxe

Business Liability Limits

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Liability and Medical Expenses (Each Occurrence) \$1,000,000
Products-Completed Operations Aggregate \$3,000,000
General Aggregate Limit (Other than Products-Completed Operations) \$3,000,000
Medical Expenses (Any One Person) \$10,000
Damage to Premises Rented to You \$250,000
Business Property Limits
Fungus, Wet Rot, Dry Rot and Bacteria Aggregate \$15,000
Premises 001 Building 001

Property Information

Plan: Service Business
Business Personal Property
\$2,000 Limit Valuation: Replacement Cost
Deluxe Business Personal Property - Rate Group 1
Deductible \$250 Wind/Hail Deductible Same as Property Deductible
Terr 470 Protection Class 5 Number of Units
Construction Frame Percent Sprinklered 0%

Liability Information

Plan Class Code Terr Class Description Exposure
Service Business 41677 470 Consultants, NOC \$26,550 Payroll

ACUITY Bis-Pak Quotation

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Optional Coverage Information

Accounts Receivable \$100,000 Limit
Business Income and Extra Expense Actual Loss Sustained
Money and Securities

\$10,000 Inside Limit Safe Class:
\$5,000 Outside Limit Number of Guards:

Valuable Papers \$100,000 Limit

Policy Optional Coverages

ACUITY Enhancements - Liability Coverages

Bail Bonds Supplementary Payment \$1,000
Broadened Bodily Injury to Include Mental Anguish Included
Damage to Premises Rented to You \$250,000 of the Limit Shown
Above is Automatically Included
Electronic Data Liability Coverage \$10,000
Employee Benefits Liability \$250,000
Increased General Aggregate and Products - Three Times Each
Completed Operations Aggregate Limits Occurrence Limit
Knowledge of Claim or Suit Broadened
Medical Expenses \$10,000 of the Limit Shown
Above is Automatically Included
Newly Acquired Organizations as an Insured 180 Days
Reasonable Expenses Incurred Supplementary Payment \$350
Tenants Legal Liability for Loss Other Than Fire \$10,000
\$250 Deductible
Unintentional Failure to Disclose Hazards Included
Voluntary Property Damage \$2,500
\$100 Deductible
Waiver of Subrogation for Written Contracts Included

This list is intended to provide a basic summary of the coverages and limits of insurance available under the *ACUITY* Enhancements - Liability endorsement. Only the policy, if issued, will contain the actual coverages, limits, terms and conditions that will apply.

ACUITY Bis-Pak Quotation

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ACUITY Enhancements - Property Coverages

Accounts Receivable - On Premises \$100,000 of the Limit(s) Shown

Above is Automatically Included

Additional Reward \$5,000

Arson Reward \$5,000

Business Income No Waiting Period

Business Income Coverage 24 Months

Business Personal Property at a Newly Acquired Location \$250,000

Business Personal Property Covered Within 1,000 Feet of Premises Included

Computers Off-Premises \$10,000

Cost to Prepare Inventory \$5,000

Employee Dishonesty \$2,500 of the Limit Shown

Below is Automatically Included

Extended Business Income 60 Days

Fine Arts \$5,000

Fire Department Service Charge \$25,000

Fire Extinguisher Recharge - Portable Actual Loss Sustained

Fire Extinguishing System Recharging \$10,000

Lock Replacement \$1,000

Off-Premises Electronic Media and Records Storage \$25,000

Off-Premises Utility Failure \$25,000

Ordinance or Law - Blanket Coverage \$20,000

Outdoor Fences \$5,000

Outdoor Property \$10,000

Outdoor Signs \$10,000

Personal Effects and Property of Others \$15,000

Pollutant Clean Up and Removal \$15,000

Portable Tools \$5,000

Power Failure and Changes in Temperature or Humidity \$25,000

Property in Transit \$15,000

Property Off-Premises:

Business Personal Property Only Insured \$10,000

Building and Business Personal Property Insured \$15,000

Security After Loss \$5,000

Valuable Papers - On Premises \$100,000 of the Limit(s) Shown

Above is Automatically Included

This list is intended to provide a basic summary of the coverages and limits of insurance available under the

ACUITY Enhancements - Property endorsement. Only the policy, if issued, will contain the actual coverages, limits, terms and conditions that will apply.

ACUITY Bis-Pak Quotation

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Business Income from Dependent Properties \$5,000 Limit

Damage to Premises Rented to You \$250,000 Limit

Employee Dishonesty \$2,500 Limit Employees

Forgery and Alteration \$2,500 Limit

Forms and Endorsements

Includes all state mandatory forms. Terrorism forms will be applied as appropriate upon policy issuance.

CB-7155 09-04 Equipment Breakdown Coverage

CB-0006 09-04 Bis-Pak Business Liability and Medical Expenses Coverage Form

CB-0009 09-04 Bis-Pak Common Policy Conditions

CB-0417 07-02 Employment - Related Practices Exclusions

CB-0002 06-07 Deluxe Bis-Pak Property Coverage Form

CB-0576 01-06 Limited Fungi or Bacteria Coverage

CB-0577 01-06 Fungi or Bacteria Exclusion (Liability)

CB-0514 01-03 War Liability Exclusion

CB-7266 06-07 ACUITY Enhancements - Property Coverages

CB-7268 06-08 ACUITY Enhancements - Liability Coverages

IL-7012 11-05 Asbestos Exclusion

CB-7277 01-06 Exclusion - Violation of Statutes that Govern E-mails, Fax, Phone Calls or Other

CB-1004 01-07 Exclusion of Certain Computer-Related Losses

CB-0601R 01-07 Exclusion of Loss Due to Virus or Bacteria

CB-7296 01-08 Cap on Losses from Certified Acts of Terrorism - Property

CB-7297 01-08 Exclusion of Certified Acts of Terrorism

CB-7298 01-08 Exclusion of Punitive Damages Related to a Certified Act of Terrorism

CB-7299 01-08 Cap on Losses from Certified Acts of Terrorism - Liability

IL-7082 01-08 Disclosure Pursuant to Terrorism Risk Insurance Act

IL-7084 01-09 Michigan Filing Exemption