

Partnership Agreement for Public School Academies March 2018

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on April 2, 2018 between the Michigan Department of Education (MDE), the State School Reform/ Redesign Officer (SRO), the Detroit Public School District Community District and:

Gee Edmonson Academy (Academy)
1300 W. Canfield
Detroit Michigan, 48201
Domini Nailer, Principal
Evette Napier, Academy Board President
Detroit Public School Community District, Authorizing Agent

(Each a "Party," collectively "the Parties").

The above-named Parties agree that upon the commencement date of this Agreement, they shall be deemed to have mutually agreed upon goals and outcomes for the Academy. The agreed upon goals and outcomes set forth in this Agreement shall be consistent with the educational goals and outcomes set forth in the Academy's charter contract, which includes all charter contract amendments, issued to the Academy by the Authorizer (collectively the "Contract"). Contract goals will be amended to align to Partnership goals with the partnership goals superseding contract goals during this agreement. The partnership agreement will be between the MDE and the Public-School Academy board. The purposes, terms and conditions of this Agreement are as follows:

- 1) PURPOSE OF THIS AGREEMENT:** The Parties enter into this Agreement with the purpose of working collaboratively in setting -[18]month benchmarks and [36] month outcome goals for the Academy with the intent to significantly increase student achievement in the Academy school(s) named in this Agreement; and to determine the next level of accountability if the [18]-month benchmark(s) or [36]month goal(s) set forth in this Agreement are not be met by the Academy.

Michigan Law requires the Superintendent of Public Instruction (State Superintendent) to publish a list identifying the public schools in the State that MDE has determined to be among the lowest achieving 5% of all public schools in the State. The Academy school(s) subject to this Agreement are either identified as Comprehensive Support and Improvement (CSI) Schools or are electively added to this agreement per the request of <PUBLIC SCHOOL ACADEMY BOARD>. Under Michigan Law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those school. The SRO is executing its statutory responsibilities defined in MCL 380.1280c by assigning the oversight of the Academy school(s) named in this agreement to the Michigan Department of Education (MDE) for the duration of this agreement, pending the Next Levels of Accountability (NLA) defined in Paragraph 20 do not require implementation as defined therein. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, maintain school governance at the Academy, and avoid the threat of action by the SRO under Section 1280c.

Likewise, the Code requires that the Academy operate pursuant to the Contract issued by the Authorizer. The Code defines the Contract as the executive act taken by the Authorizer evidencing the authorization of the Academy and establishes, subject to

the constitutional powers of the State Board of Education and applicable law, the written instrument executed by the Authorizer conferring certain rights, franchises, privileges, and obligations on the Academy and confirms the status of the Academy as a public school in this State. The Contracts contains specific requirements for the Academy to operate as a public school, including the educational goals and programs for the school, the curricula and methods of pupil assessment (collectively "Educational Program"). The Academy is required to implement the Educational Program identified in the Contract. The updated goals and benchmarks set forth in this contract shall be consistent with the newly identified Educational Program agreed upon in the partnership agreement. The Code provides that Authorizer is responsible for overseeing compliance by the Academy's Board of Directors with the Contract and applicable law, but this responsibility does not relieve any other government entity of its own enforcement or supervisory responsibility.

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at <school(s) name> for its/their academic improvement.

2) TERMS AND CONDITIONS: <The GEE Edmonson Academy Board of Directors> retains control of the schools named in this Agreement. The Parties will provide mutually agreed upon support to the Academy to meet the benchmarks and goals defined below.

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) GEE Edmonson Academy

4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY GEE Edmonson Academy:

ACADEMIC Goal 1: Students in grade 3rd thru 8th will increase their proficiency in mathematics by 2% as measured by M-Step for the 2019-2020 school-year.

ACADEMIC Goal 2: Students in grade 3rd thru 8th will increase their proficiency in reading by 2.5% as measured by M-Step for the 2019-2020 school year.

ACADEMIC Goal 3: Students will increase their projected growth percentile goals by 3% or higher in Reading and 3.5% or higher in Math as measured by NWEA (aligned with Charter contract goals) for the 2019-2020 school year.

ACADEMIC Goal 7: Reduce the number of discipline incidents as measured by a 6% decrease in written referrals for the 2019-2020 school year.

Benchmark 1:

18th Month (March 2020): GEE Edmonson Charter School will engage in the continuous installation of components connected to the Problem-Solving Driver System.

- Adopt a research-based data driven protocol for conducting data conversations at the district and building levels.
- Provide professional learning opportunities on the adopted protocol for individuals and teams
- Use the data conversation process to identify system, building and classroom level issues to generate solutions for problem solving.
- Utilize Data Teams to address student deficiencies and design strategies to ensure student growth.
- Create calendar to meet quarterly to review data to monitor and adjust strategies.

Benchmark 2:

18th Month (March 2020): GEE Edmonson Academy, will engage in the continuous installation of components connected to the Blueprint's Talent Management System.

- Identify Blueprint teacher and leader competencies
- Create Turnaround Teacher and Leader Profiles
- Inventory Current Instructional Staff
- Begin providing professional learning to support development of identified competencies

Benchmark 3:

18th Month (March 2020) GEE Edmonson Academy, will engage in the continuous installation of components connected to the Blueprint's Intense Student Support System.

- Use the data conversation process to identify students' non-academic needs.
- Provide Intense student support addressing student's non-academic needs.
- Adoption of school-wide Positive Behavior Intervention Supports that rewards and celebrates the value of each individual student
- Provide professional learning to support students' non-academic needs.

5) THIRTY-SIX MONTH GOALS TO BE MET BY GEE Edmonson Academy

Goal 1: 80% of the staff will effectively use the research-based data driven protocol tool and process when analyzing all data sets.

Goal 2: 80% of the staff will meet the Blueprint competencies of the teacher and leader profiles.

Goal 3: 80% of all staff will meet the need to support and provide the Blueprint installation of intense student support for each individual student

Goal 4: Students in grade 3rd thru 8th will increase their proficiency in mathematics by 4% as measured by M-Step for the 2020-2021 school-year

Goal 5: Students in grade 3rd thru 8th will increase their proficiency in reading by 5% as measured by M-Step for the 2020-2021 school year.

Goal 6: Students will increase their projected growth percentile goals by 6% or higher in Reading and 7% or higher in Math as measured by NWEA (aligned with Charter contract goals) for the 2020-2021 school year.

Goal 7: Reduce the number of discipline incidents as measured by a 13% decrease in written referrals for the 2020-2021 school year.

6) ANALYSIS OF RELEVANT DATA

- A) Analysis of GEE Edmonson Academy process and perception surveys, M-Step, NWEA, and discipline data was utilized to develop its [36]-month goal and/or Benchmark 1. The Academy's state and local assessment data (M-Step & NWEA) indicate a need for addressing student academic needs, utilizing student data to drive classroom instruction and targeting specific student needs through collaborative Data Team meetings. Data from the Academy's M-Step, data analysis of the school charter contract goals and NWEA 2016/17 school year data reveals the following for academic proficiency and growth:

M-Step Proficiency Data 2016/2017 school-years

Grade	Reading 2015-2016	Reading 2016-2017	Math 2015-2016	Math 2016-2017
3	15%	4%	10%	12%
4	9.1%	8.3%	9.5%	0%
5	31.8%	7.1%	4.5%	3.6%
6	8.7%	8.3%	4.3%	4.2%
7	11.1%	11.5%	0%	7.7%
8	15.0%	8.7%	0%	0%

NWEA Growth Data 2017/2018 *Students who met their growth projections*

Grade	Reading 2016-2017	Reading 2017-2018	Math 2016-2017	Math 2017-2018
2	30%	30%	55%	43%
3	24%	25%	10%	54%
4	7%	11%	14%	39%
5	50%	38%	25%	57%
6	29%	50%	35%	32%
7	6%	76%	32%	33%
8	29%	70%	29%	50%

- B) Analysis of staff turnover and employee retention supports the 36-month goal 2 and/or 18-month benchmark 2 to increase the effective delivery of instruction and enhance a collaborative learning culture.
- C) Analysis of student surveys and perception data supports the 36-month goal 3 and/or 18-month benchmark 3 for intense student support, because

behaviors of students and relationships with staff indicate a need to reduce the number of referrals written and a need to increase sustained relationships among district staff, parents and students.

7) STRENGTHS OF GEE Edmonson Academy

- A) New Superintendent with restructure plan
- B) Aligned curriculum in reading and math
- C) Embedded time within the school day for professional learning opportunities
- D) School wide PBIS developing in schools
- E) MTSS Screener to monitor accountability for results

WEAKNESSES OF GEE Edmonson Academy

- A) Culture and Climate data shows most students have a disconnect with relationships of staff
- B) Challenges finding and retaining certified teachers in K-5 and Middle school
- C) High rate of teacher turnover
- D) Lack of teacher capacity to utilize data to guide instruction and planning of tiered student support
- E) Student achievement in core content area relatively low

8) STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

Strategy #1: Data Driven Decision Making (Installation of the MI Excel Problem Solving Driver)

The district will install the Problem-Solving Driver System of the Blueprint. This system provides a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development.

- Establishes high performing groups for data collection, analysis, and action planning.
- Uses data conversations within every system in the Blueprint to ensure effective problem identification and problem solution.
- Uses multiple measures of data (demographic, achievement, process, and perception) where appropriate to effectively and accurately guide decision-making. Establishes meaningful action plans based on data conversations to successfully and positively impact student achievement and to drive the Blueprint installation process at the district, building, and classroom levels.

Strategy #2: The district will install the Talent Management System of the MI Excel Blueprint. This system is concerned with finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts where systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent, aligned district and building systems to ensure success for all students.

- Strategic Placement
 - The district can identify its teachers, principals, and central office administrators who are willing to collectively implement the Blueprint vision and who have demonstrated the capacity to meet the needs of all students.
 - The district strategically places teachers, principals, and other administrators in specific assignments within the organization that effectively match adult capacity with student need.
 - The district recruits appropriately skilled teachers, principals, and other administrators from outside the district for strategic placement within the organization that effectively matches adult capacity with student need.

Strategy #3: The district will install the Intense Student Support of the MI Excel Blueprint. This system will provide support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

- o The district can identify the non-academic needs which are culturally sensitive and respects the identity of each individual student within the district.
- o The district will effectively support the social, emotional, health and nutritional components within the academic curriculum.
- o The district will teach behavioral expectations for every student aligned with social, emotional, health and nutritional needs with respect to the value and identity of each student within the district.

9) PROFESSIONAL LEARNING NEEDED TO MEET PARTNERSHIP GOALS AND/OR BENCHMARKS:

- A) Training and coaching on the Data Teams begin Fall 2018
- B) Training on setting clear instructional goals by Fall 2018
- C) Training, coaching and implementation on the MTSS Screener
- D) Training and coaching on classroom management
- E) Training on how to develop and enhance students' social and emotional learning
- F) Professional learning through instructional coaching in reading and mathematics to support staff, paraprofessionals and resource staff
- G) Training and coaching to support implementation of school-wide behavior supports

10) GEE Edmonson Academy BOARD OF DIRECTORS ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND PARTNERSHIP GOALS:

- A) The Board will review GEE Edmonson Academy's progress towards meeting its partnership goals.
- B) Support the superintendent and designees with the implementation of the partnership agreement.

11) GEE Edmonson Academy Principal and, GEE Edmonson Academy board members ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B) At least bi-annually, the Academy's Principal shall convene a community meeting and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.

12) UNION, AND/OR EMPLOYEE, Board member ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) GEE Edmonson Academy will establish monthly partnership accountability team meetings to discuss and review progress.

13) DPSCD-Authorizer ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Ensure alignment to the DPSCD contract.
- B) Ensure that the Board is monitoring appropriately
- C) Provide additional support (i.e. training, school resources)

14) MDE ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) An MDE Assigned Partnership Agreement Liaison will serve as primary point-of-contact for MDE.
- B) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- C) Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.
- D) Work with the School Leaders and staff to ensure the successful implementation of the Partnership Agreement.

WAYNE RESA ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS

- A) Work collaboratively with school leadership to develop and monitor the comprehensive supports being provided by Wayne RESA
- B) Work collaboratively with school leadership in developing the budget through Regional Assistance Grant funds to support the district's activities as they relate to mutually agreed upon Partnership Agreement supports
- C) Meet regularly as part of a district support team to assist the district in achieving its goals
- D) Meet quarterly with MDE Partnership Liaison and district/school teams for updates and input.

15) <Student Advisory Council Name> ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) N/A

16) BUDGET: Describe how existing and anticipated local, state, and federal funds will be used for staffing, programs, initiatives, and activities in order to meet the [18]-month benchmarks and [36]-month goals. Complete Attachment A, [36]-Month Budget Overview.

17) PARTNERS: The Parties serve as the primary decision-making bodies for purposes of this Agreement. The following entities have been identified and will serve as additional partners (collectively "the Partners") in pursuit of achieving the benchmarks and goals defined in this Agreement:

- A) Wayne RESA: In an effort to assist GEE Edmonson Academy in achieving its identified goals, Wayne RESA will actively support the district by:
 - 1) Supporting implementation of the adopted data conversation protocol
 - 2) Supporting the ongoing collection, review, and analysis of data
 - 3) Facilitating the district/school improvement process with stakeholders in an effort to support, monitor, and align improvement efforts
 - 4) Providing ongoing professional learning opportunities for teacher teams
 - 5) Providing training and support to the school leader and building leadership team
 - 6) Providing training and support to the board of directors

7) Providing other supports as may be requested by GEE Edmonson Academy which are agreed upon by the district and Wayne RESA

B) Kid's Hope USA

1) Providing ten mentors to GEE Edmonson Academy K- 3rd grade students. Mentors are paired with their mentees to provide support to until 8th grade graduation.

C) EDUCATEU4 life

1) Educating U-4 Life will assist GEE Edmonson Academy children and their families to improve their academic skills; obtaining their General Education Degree (GED); develop life skills; and obtaining financial literacy which will allow them to become an asset to their household, neighborhood, city, state and the world.

18) ADDITIONAL SCHOOLS: The Parties agree that other <Academy> schools may be added and become subject to this Agreement upon the request of the Academy Board of Directors. If this Agreement is amended by the Parties to add additional Academy schools, the amended Agreement will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. At the time any additional Academy schools become subject to this Agreement, the timeframes and deadlines which apply to the school(s) identified in this Agreement shall apply prospectively to the added school(s) as if this Agreement had become effective on the date they were added.

19) TERM OF AGREEMENT:

- A) Except as otherwise provided in this section, the Agreement shall commence on the date of the last signature affixed below and expire at the end of the [third] complete school year after that date. The term of this Agreement shall not extend past the term of the Contract.
- B) The board, the authorizer or the MDE may terminate this Agreement early upon delivery of written notice to all Parties at least 30 days in advance of the prospective termination date. Termination of this Agreement by any Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement.
- C) If any of the above-named Parties terminates this Agreement, that Party shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party.
- D) A termination of this Agreement by any Party shall not affect the term of the Contract.
- E) In the event that the Authorizer terminates or does not reauthorize the Contract, this Agreement shall automatically terminate on the same day as the Contract terminates without any further action of the Parties.
- F) A Partner does not have the ability to terminate this Agreement, but a Partner does have the ability to withdraw from the Agreement upon 30 days' notice to the Parties.

20) NEXT LEVEL ACCOUNTABILITY MEASURES:

- A) If the Parties fail to sign this agreement within 90 days, the Authorizer shall implement one of the following Next Level of Accountability Measures:
 - 1) Close and Reconstitute
 - 2) Closure
- B) If the Academy fails to sign this agreement within 90 days, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection A, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection A.
- C) If the Academy school(s) covered by this Agreement [do][does] not meet the [18]-month benchmark(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - 1) Close and Reconstitute
 - 2) Closure
- D) If the Academy school(s) covered by this Agreement [do][does] not meet the [18]-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection C, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection C.
- E) If the Academy school(s) covered by this Agreement [do][does] not meet the [36]-month goal(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - 1) Close and Reconstitute
 - 2) Closure
- F) If the Academy school(s) covered by this Agreement [do][does] not meet the [36]-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection E, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection E.
- D) Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.
- E) Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

21) COMMUNITY ENGAGEMENT: The following actions will be completed by GEE Edmonson Academy, Academy School Leader, GEE Edmonson Board of Directors, and Partners to ensure that the school community is meaningfully engaged in the implementation of this Agreement:

- A) YMCA will complete a health and wellness workshop for families by February 2018.
- B) FocusDetroit will supply WSU medical students to work with select students in the areas of Reading and Math at GEE Edmonson Academy by November 2018.

- C) Gleaners Food BackPack Program will supply 100 food bags distributed to GEE Edmonson Academy students on a weekly basis so that students can take home food that is easy to prepare when school is not in session by October 2018.

22) CHECKLIST OF ACTIONS: The following actions will be completed by GEE Edmonson Academy, Domini Nailer, the Academy Board of Directors, and Partners as specified below:

- A) By September 30, 2018, create a communication plan to share the signed Partnership Agreement with partners, Management company, staff, families, students and community members.
- B) By October 30, 2018, create an implementation plan to ensure that all components of the partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, person(s) responsible, and progress notes.
- C) By February 28, 2019, the district will create an evaluation and monitoring process to ensure that GEE Edmonson Academy stays on target with the partnership agreement.

23) FUTURE MEETING DATES: GEE Edmonson Academy and MDE have established the following tentative meeting dates in order to engage in collaborative discussion, gauge implementation progress, identify barriers, and discuss relevant issues regarding this Agreement:

Year 1

- A) August 2018
- B) October 2018
- C) December 2018
- D) April 2019
- E) June 2019

Year 2

- A) August 2019
- B) October 2019
- C) February 2020
- D) April 2020
- E) June 2020

Year 3

- A) August 2020
- B) October 2020
- C) February 2021
- D) April 2021
- E) June 2021

24) AMENDMENTS: If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.

- 25) **ENTIRE AGREEMENT:** This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.
- 26) **INVALIDITY OR ENFORCEABILITY; SEVERABILITY; CONFLICT WITH CONTRACT:** If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable by any court of competent jurisdiction in part or degree will be severed from the Agreement, and the Agreement will remain in full force and effect to the extent not held invalid or unenforceable. If any provision of this Agreement conflicts with a provision in the Contract, the Contract provision shall control.
- 27) **WAIVER:** No Party may waive any condition, promise, obligation or requirement applicable to any other Party hereunder, unless such waiver is in writing signed by an authorized representative of such Party and expressly stated to constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation or requirement in any past or future instance. No failure by a Party to insist upon strict performance of any covenant, agreement, term, or condition of this Agreement, shall constitute a waiver of any such covenant, agreement, term or condition.
- 28) **CAPTIONS:** The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge or describe the scope or intent of this Agreement nor in any way shall affect this Agreement or the construction of any provision hereof.
- 29) **GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.
- 30) **SUCCESSORS and ASSIGNS:** The covenants, conditions and agreements in this Agreement shall be binding upon and inure to the benefit of each Party, their respective legal representatives, successors and assigns.
- 31) **NO INDEMNIFICATION:** There shall be no indemnification of any Party by any other in regards to liabilities arising out of the functions covered by this Agreement. All Parties shall be responsible for their own liabilities and defense as determined by law.
- 32) **NOTICES:** Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by electronic mail, facsimile transmission, courier delivery service or by U.S. mail, and shall become effective (a) on delivery if given in person, (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods or by courier delivery service, or (c) four business days after being

deposited in the mail, with proper postage for first-class registered or certified mail, prepaid.

Until notified in writing by the appropriate Party of a change to a different address, notices shall be addressed as follows:

i) If to the Academy:
GEE Edmonson Academy
1300 W. Canfield
Detroit, MI
Attn: Domini Nailer, Academy School Leader
Evette Napier, President, Board of Directors
Email addresses: nailerd@gee-edu.com and napiere@gee-edu.com.

ii) If to Authorizer:
Detroit Public Schools Community District
3011 W. Grand Blvd. Fisher Bldg. 9th Floor
Detroit MI 48202
Attn: Dr. Jendayi Gardner, Executive Director of Charter Schools
Email address: jendayi.gardner@detroitk12.org

iii) If to Michigan Department of Education:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Superintendent of Public Instruction
Email address: _____

iv) If to SRO:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: State School Reform/ Redesign Officer
Email address: _____

33) COUNTERPARTS: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties and Partners have caused this Agreement to be executed on this date:

Michigan Department of Education <Academy name> Administrator

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

<Academy> Board of Directors President Office of Partnership Districts, Director, SRO Officer>

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

<ISD name> Superintendent <Authorizer>

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

<Union Representative (if applicable) <Student Advisory Council name>

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

<Partner organization or entity name> <Partner organization or entity name>

Name: _____ Name: _____

Title: _____ Title: _____

Date: _____ Date: _____

ATTACHMENT A: [THIRTY-SIX][FORTY-EIGHT] MONTH BUDGET OVERVIEW

NOTE: The budget overview is for planning purposes only. The terms of this Agreement **do not grant explicit advanced approval for expenditure of Federal funds**. Final approval of federal funding occurs in the Michigan Electronic Grants System Plus (MEGS+). Approval in MEGS+ is subject to applicable rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the implementation of activities in order to meet benchmarks and goals. **Inclusion of an item the budget overview does not guarantee it will be approved as a line item submitted in MEGS+.**

Use the supplied template on the following page to complete the budget overview.

[Thirty-Six][Forty-Eight] Month Budget Overview

PARTNERSHIP AGREEMENT YEAR	SALARIES	BENEFITS	PURCHASED SERVICES	PROFESSIONAL LEARNING	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	1,261,390.00		161,317.00	18,000.00	206,000.00	676,519.00	2,323,226.00
2	1,261,390.00		161,317.00	18,000.00	206,000.00	676,519.00	2,323,226.000
3	1,261,390.00		161,317.00	18,000.00	206,000.00	676,519.00	2,323,226.00
GRAND TOTAL	3,784,170.00		483,951.00	54,000.00	618,000.00	2,029,557.00	6,969,678.00

*note: All staff are employees of management benefit cost is included in salaries.