



# Constellation Schools

*"The Right Choice for Parents and a Real Chance for Children!"*

**Revised November 20, 2025**

BOARD MEETING

AGENDA

DATE: Thursday November 20, 2025

6:00 P.M.

Constellation Schools: Parma Community Middle/High  
5983 W. 54<sup>th</sup> Street  
Parma OH, 44129

Call to Order

Confirmation of Proper Notice of Meeting

**I. Roll Call**

**II. Adoption of Agenda**

**III. Reading and Approval of Minutes October 16, 2025 – All Schools**

**School Breakout Sessions: EC, SCE, LCM**

**2025/2026 Enrollment**

OBCE 327; OBCM 237; PC 1,140; EC 381; LCE 78; LCM 89; WCE 215; WCM 150; PTCE 104;  
PTCM 86; MDCS 220; SCE 130; SCM 40; WCSA 204; EAA 139

**Total 3,540**

Washington Park Community School

**Total 202**

**IV. PRINCIPAL REPORTS**

- Presentation of Principal Reports
- Resolution Authorizing the submission and/or acceptance of Grants and Donations (if applicable)
- Resolution Authorizing Field Trips Identified in the Principal Report (if applicable)

**V. COMMITTEE REPORTS**

No report

**VI. EDUCATION SERVICES**

**Education Program Director**

No report

**Director of Academics**

No report

**VII. STUDENT SERVICES**

**Special Education Program Coordinator**

- Special Education Numbers for November 2025 (**copy attached**)

**School Nurse Program Coordinator**

- Nurses Report for November (**copy attached**)

**VIII. TECHNOLOGY DIRECTOR**

No report

**IX. HUMAN RESOURCE**

- New Staff Personnel presented as Information Only – **PC, MDCE, SCE, EAA (copy attached)**
- Staff Terminations presented as Information Only – **PC, EC, MDCE, SCE, OBCM, LCM, SCM, WCSA (copy attached)**

**X. FACILITIES MANAGER**

- Snow Plowing Contracts - **Board Approval – OBCE, PC, EC, LCE, WPCS, MDCE, SCE, WCE, WCSA (copy attached)**

**XI. BUSINESS AND SAFETY MANAGER**

- Ratify Facility Lease Agreement – **Board Approval – PC (copy attached)**

**XII. MARKETING/PUBLIC RELATIONS MANAGER**

- Ratify approval on the Final Copy of the 2024-2025 Annual Reports – **All Schools (copy attached)**

**XIII. TREASURER**

- October 2025 Monthly Financials – **Board Approval – All Schools (copy attached)**

**XIV. SUPERINTENDENT**

- Bob Klinar Retirement Notification Effective End of Current Contract Year 2025-2026 – **Board Approval – PC (copy attached)**
- Resolution – Adopting Policy for Student Cellular Phones in School – **Board Approval – WPCS (copy attached)**
- FY26 Facilities & Maintenance Cost Reimbursement – **Board Approval – All Schools (copy attached)**
- Ratify Memorandum of Understanding with The Centers – **Board Approval – SCE (copy attached)**
- Ratify Agreement with LLA Therapy – **Board Approval – MDCE (copy attached)**
- Ratify Agreements with Education Alternatives – **Board Approval – MDCE (copy attached)**
- Ratify Memorandum of Understanding with HUMADAOP – **Board Approval – MDCE, SCE, SCM (copy attached)**
- Ratify Agreements with Hogan Transportation – **Board Approval – PC, OBCE, MDCE, OBCM, EAA (copy attached)**
- Ratify Agreement with Dr. Pietrzycki for Orientation and Mobility Services – **Board Approval – LCM (copy attached)**
- Ratify Agreement with ProCare Therapy for Intervention Specialist Services – **Board Approval – PTCE (copy attached)**
- Ratify Placement Agreement with Western Governors University – **Board Approval – All Schools (copy attached)**

**XV. SPONSOR UPDATE**

- Educational Service Center of Lake Erie West – Monthly Governing Authority Report **(copy attached)**
- Buckeye Community Hope Foundation Update

**XVI. OLD BUSINESS**

**XVII. PUBLIC COMMENT – Limit two minutes per person**

**XVIII. NEW BUSINESS**

## **ADJOURNMENT**

## **UPCOMING MEETINGS**

Next Finance Committee Meeting – Wednesday, January 14, 2026, at 5:45 p.m.

**Next Board Meeting**  
**6:00 p.m. Thursday, January 15, 2026**  
**5983 West 54<sup>th</sup> Street, Parma, Ohio 44129**

# Principal Report Constellation Schools

Constellation: Stockyard Mic

216-651-5143

November

2025

*Name of School*

*Phone*

*Month*

*Year*

3200 W. 65th Street Clevel:

Y. Rodriguez

*Address, City, State, Zip*

*Principal*

	EK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Current Enrollment New									17	23					40
Enrollment (for next year)															0
Waiting List															0
Current IEP									3						3
Current 504										2					2
MFE in Progress															0
Home Instruction															0
Suspensions									2	8					10
SWD Suspensions															0
Expulsions															0
SWD Expulsions															0
Title One Students									3	4					7
Bused Students									5	3					8
Withdrawals															0
Volunteer Hours															0

Student / FTE Classroom Teacher Ratio: 17/1

Monthly Student Attendance 76 %      Yearly Student Attendance 88 %

*Attach Attendance Intervention Plan if Student Attendance is Below 95%.*

Monthly Staff Attendance 65 %      Yearly Staff Attendance 79 %

**Changes to Current Calendar** (snow days, sick days, half days, etc):

None

**Staff Notes** (Identify any names, positions, qualifications, and hire dates of new staff; identify any names, positions, and effective dates of resignations; staff survey results and/or concerns, award/recognition recommendations, etc.):

This month we welcome Simone Alexander -Building substitute, Julia Ohle ELA teacher. Ms. Kelly Carr, building substitute, resigned effective Jan 9th, 2025.

Total Number of Teachers:

Total Number of Educational Aides:

**Parent Notes** (List reasons for withdrawals, complaints, compliments, parent meeting notes, parent conferences, etc.):

**Student Notes** (Include programs, successes, award/recognition recommendations, concerns and report any significant enrollment issues.):

Weekly recognition day is held on Fridays, awards are given out to deserving students monthly.

**Building Notes** (Identify any relevant or significant building issues.):

We hired a new cleaner, Michael Reed. He is doing very well keeping the building in great shape.

**Technology Integration** (Highlight the technology integration in classrooms.):

N/A

**Test Results** (Include Stanford, Ohio Achievement/Proficiency, Dibels, Diagnostics, classroom assessments,etc.):

iReady diagnostic results and OST Benchmark are attached.

**List interventions offered and # of students** (example: after school tutoring = 12):

ELL small group is going on virtually. Academic coach is creating intervention groups.

Number of Intervention Specialists:

Number of students on IEP:

Number of Related Service Providers:

Number of manifestation determinations:

Number of manifestation determinations related to disability:

Number of Functional Behavior Assessments conducted/completed this month:

Total number of SWDs with Behavior Intervention Plans:

Number of students testing using alternative assessments:

**Character Education/Community Service** (Include character education activities, success of program, community outreach/service):

There will be character education assemblies and monthly focus topics at the end of each

**Grant Writing/Fundraising**

N/A

**Standards and Instruction** (List any changes to the curriculum or methods used to achieve goals.):

No changes

**PR Activities** (Include press releases, invitations to public officials/press, attendance/presentation at public events):

Monthly marketing meetings are held to strategize and plan enrollment activities.

**Other** (Such as contact modification requests, Sponsor Site Visit Results, Title Audit Results, FTE Review, Special Programs, Academic & Non-Academic Goal Update, etc.):

Monthly sponsor visits are taking place.

Constellation Schools

*Management Company*

Joyce Lewis ESC of Lake Erie West

*Sponsor Contact (if applicable)*



# SPECIAL EDUCATION NUMBERS - UPDATED November

## Educational Services Department

School	% of School	Speech % Language	Intellectual Disability	Emotional Disturbance	Learning Disability	OHI	Autism	HI	TBI	OI	VI	Dev Delay	Deaf/Blind	M
EAA	14%	3 (9)	5	0	7	4	0	0	0	0	0	0	0	0
EC (elem)	10%	4 (7)	1	0	1	0	2	0	0	0	0	3	0	0
EC (middle)		5 (8)	2	2	9	8	2	0	0	0	0	0	0	0
LCE	9%	1 (5)	0	0	0	4	2	0	0	0	0	0	0	0
LCM	22%	0 (8)	0	0	7	9	1	0	0	0	1	0	1	0
MDCE	18%	6 (14)	1	1	17	12	3	0	0	0	0	0	0	0
OBCE	7%	2 (11)	0	0	11	4	3	0	0	1	0	3	0	0
OBCM	24%	1 (32)	2	2	28	15	10	0	0	0	0	0	0	0
PC - DAY	15%	1 (4)	0	0	1	1	1	0	0	0	0	1	0	0
PC - PEARL		2 (7)	0	1	1	5	1	0	0	0	0	2	0	0
PC - SNOW		1 (14)	3	0	21	13	1	0	0	0	0	0	0	1
PC - M		0 (12)	1	2	14	9	4	0	0	0	0	0	0	0
PC - H		3 (15)	5	4	32	28	10	0	0	0	0	0	0	1
PTCE	10%	3 (5)	0	1	3	1	3	0	0	0	0	0	0	0
PTCM	14%	1 (3)	0	1	7	3	0	0	0	0	0	0	0	0
SCE	13%	0 (7)	0	2	6	4	2	0	0	0	0	2	0	0
SCM	8%	0 (2)	0	0	2	0	1	0	0	0	0	0	0	0
WCE	14%	6 (17)	1	1	9	7	6	0	0	0	0	1	0	0
WCM	15%	2 (8)	0	0	10	8	3	0	0	0	0	0	0	0
WCSA	13%	3 (7)	2	2	11	5	3	0	0	0	0	0	0	0
Total 2025/2026	14%	44(195)	23	19	197	140	58	0	0	1	1	12	1	2

November 2025 School Nurse Program Coordinator- Julia Howerton RN, BSN

I am happy to share with the Board a new opportunity we are bringing to all schools. School Smiles is a mobile dentist provider for schools. They will serve students in K-12. They provide, cleanings, exams, x-rays, sealants and restorative care. We are very excited to have this opportunity for our students.

We are currently looking into two different programs that may provide on-site vision exams. We may use a mixture of the two programs as one of the programs only provides services for K-3. The other provides services for K-12. I will update the board in my next report.

Respectfully Submitted, Julia Howerton RN, BSN School Nurse Program Coordinator

School	Employee Name	Position	Employment Status
Stockyard Community Middle	Patton, Jonea	Teacher	Terminated

# 2024-2025 ANNUAL REPORT



Stockyard Community Middle School, a proud member of the ACCEL Schools Network, offers a well-rounded curriculum enriched with regular instruction in technology, the arts, physical education, health, and character education. The school culture promotes high expectations for both academics and behavior with programs to support social and emotional growth. Extracurricular offerings include



Basketball, Volleyball, and Chess Club. Students participate in community service and philanthropic projects throughout the school year, working with organizations including Cleveland Animal Protective League, Leukemia & Lymphoma Society, Juvenile Diabetes Research Foundation, and others. The award-winning school develops productive citizens who can achieve and compete in a global society.

**Mission Statement:** Constellation Schools provide every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success.

Board President  
Linda Dillon

Board Vice President  
Gary Coupe

Board Secretary  
Beverly Nissel

Board Members  
Robert Dollinger | Peggy Coy

Treasurer  
Dave Massa

Authorizer

Buckeye Community Hope Foundation

Principal

Stephanie Eafford

Regional Vice President

Sarah O'Bryan

Grades Served

7-8

Students Served

34

School Year Opened

2010-11

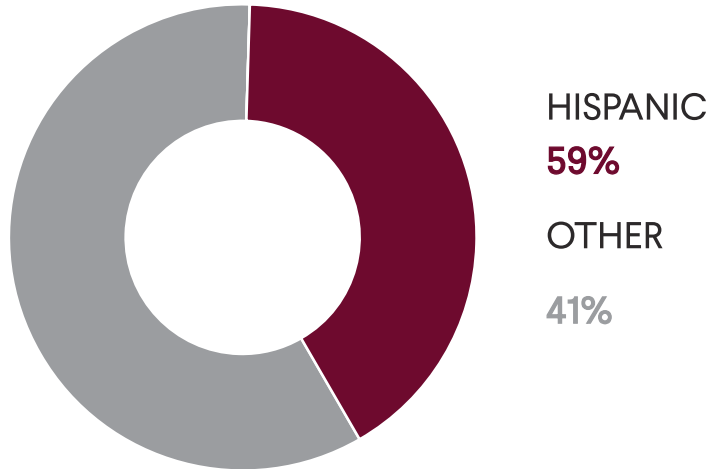
Managed By Accel Since

2021-22



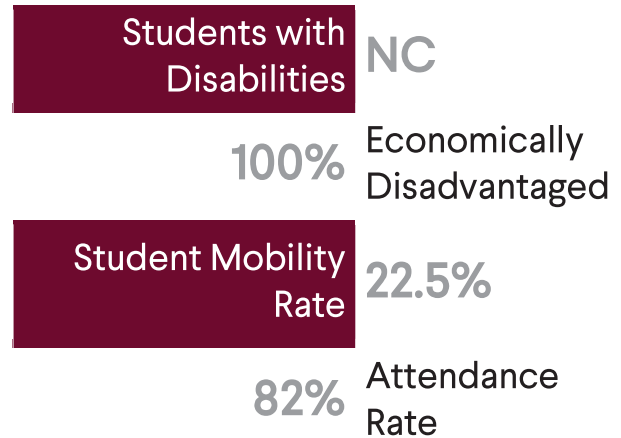
# 2024-2025 ANNUAL REPORT

## Student Demographics



NOTE: If Enrollment is less than 10, results are Not Calculated (NC)

## Special Populations



## Progress towards Goals

The percent proficient in ELA on the state assessment increased from 29% in SY2024 to 50% in SY2025.

The percent proficient in Math on the state assessment increased from 9.7% in SY2024 to 22.6% in SY2025.

Discipline occurrences from SY2024 to SY2025 remained at the same low level.

## Our Academic Goals

**#1** By FY2028, the overall percentage of students reaching proficiency or above on state tests in English Language Arts and Mathematics will increase by 30%.

**#2** By FY2028, the performance of students will improve by decreasing the discipline occurrences by 15%.

## State Report Card

Performance Index Score 60.1	Overall Rating ★★★
Achievement Component ★★	Early Literacy Component NC
Progress Component ★★★	Gap Closing Component ★

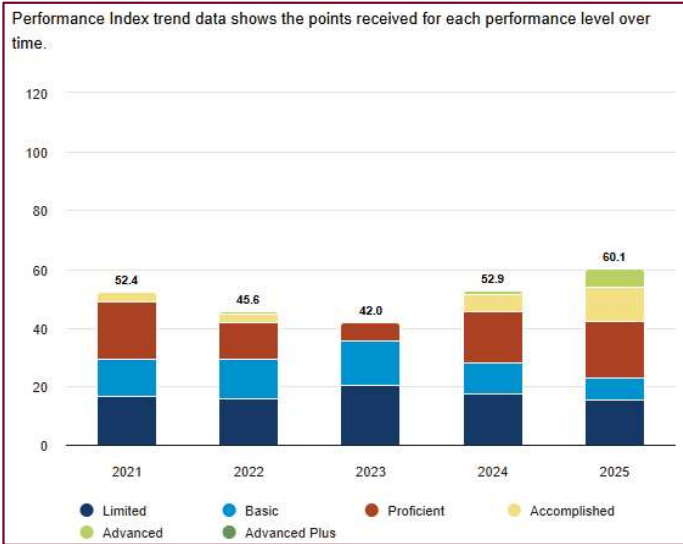


# 2024-2025 ANNUAL REPORT

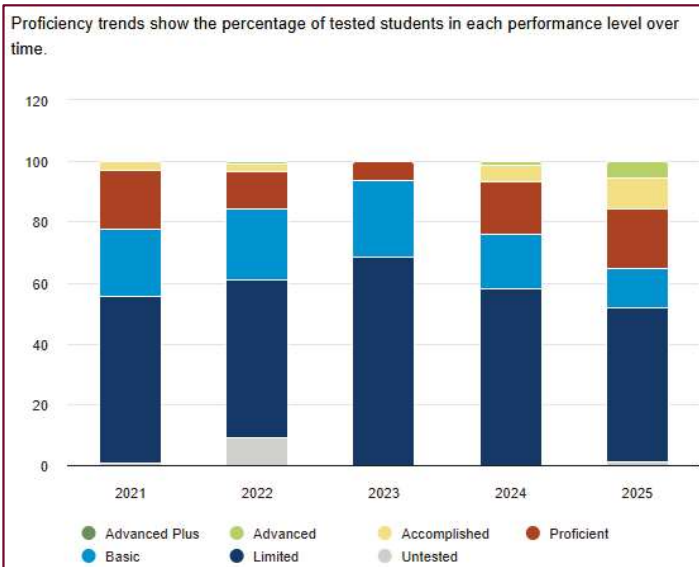


**Constellation Schools**  
Stockyard Community Middle

## Performance Index Trend for Stockyard Community Middle School



## Percent Proficient at Stockyard Community Middle School



## OUR HIGHLIGHTS

- Provided over 1080 instruction hours, 17% more than the Ohio requirement for charter schools
- Rated 3 Stars in Progress
- Hosted Horizon Summer School program
- Accredited by Cognia™
- The schools participated in The Cleveland Browns Stay in the Game (Learning district) for helpful ways to boost attendance data.
- The students are recognized every month with a certificate and an incentive (listed on our plan that changes every month).
- CAVS Academy PEP Assembly showcased the fundamentals of Basketball
- Horizon Lights On Afterschool is a nationwide celebration dedicated to highlighting the importance of afterschool programs and their positive impact on students, families, and communities.
- Fathers Walk
- Student incentive for PBIS skating
- Momentum Award
- Basketball Champions
- Bike-A-thon with Metro West



# 2024-2025 ANNUAL REPORT



## Financial Data

State Sources	401,170
Federal Sources	226,227
Local Sources	19,659
<b>Total Revenue</b>	<b>\$647,056</b>

Salary & Wages	59,233
Employee Benefits	27,284
Purchased Services	729,226
Supplies & Materials	47,613
Capital Outlay	-
Other Expenses	2,008
<b>Total Expenses</b>	<b>\$865,363</b>

(1) Numbers in \$M

(2) At the time of publication, 2025 fiscal year data was not available from the Ohio Auditor of State. For updated information visit: [www.auditor.state.oh.us](http://www.auditor.state.oh.us)

## Sponsor Statement:

Buckeye Community Hope Foundation (BCHF) relies on multiple sources of data to evaluate the community school's performance including academic performance on national normed tests and academic scores published by the Department of Education & Workforce on the Local Report Card. In addition, BCHF conducts multiple onsite visits to the school throughout the year to ensure compliance with all Rule and Law, as well as, the sponsorship contract. Performance results for the school will be available for the 2024-2025 school year on the BCHF website ([www.bchf.org](http://www.bchf.org)) after November 30.



# Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, Inc.

3305 West 25th Street, Cleveland, Ohio 44109

Phone: (216) 459-1222 | Fax: (216) 459-2696

[www.humadaop.org](http://www.humadaop.org)

10/20/2025

To Whom It May Concern,

On behalf of Hispanic UMADAOP, we are honored to confirm our ongoing partnership with Constellation Madison Community School and Constellation Stockyard Community School. We are committed to providing culturally sensitive, bilingual, and developmentally appropriate services that empower students, strengthen families, and promote positive outcomes for the next generation.

## **Services Offered**

Through this partnership, Hispanic UMADAOP will provide in-school and after-school prevention workshops/lessons:

- All staff maintain appropriate professional certifications.
- Specialists follow school policies and agency standards.

## **Prevention Approach**

Our work emphasizes a universal prevention model, which delivers education and skills to all students, building resiliency and reducing risk factors before they arise.

In addition, our team is prepared to address:

- Selective Prevention – support for groups of students who may be at higher risk due to environmental, social, or family factors.
- Indicated Prevention – support for individual students already showing early signs of risk.

This layered approach ensures that all students benefit while allowing flexibility to meet specific school and family needs.

## **Curriculum and Lessons Provided**

The lessons and workshops we bring to schools are guided by evidence-based curriculum and best practices in prevention education. Programs include:

- LifeSkills Training (Botvin's Curriculum): Structured lessons in substance use prevention, refusal skills, decision-making, communication, and self-esteem.

# Hispanic Urban Minority Alcoholism and Drug Abuse Outreach Program, Inc.

3305 West 25th Street, Cleveland, Ohio 44109

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- Cultural and Social Development Workshops: Inclusive and interactive sessions that encourage self-understanding, self-awareness, cultural pride, respect for diversity, empathy, and positive peer relationships. These workshops serve all students, helping build understanding and inclusivity across cultures.
- Social-Emotional Learning and Coping Skills: Lessons that help students recognize and manage emotions, practice healthy coping strategies, and strengthen peer and family connections.

## Building School Capacity

In addition to direct student programming, Hispanic UMADAOP staff support schools by:

- Collaborating with teachers and administrators to align prevention services with school-wide goals.
- Offering classroom support to strengthen positive climate and culture.
- Preparing and delivering workshops that engage both students and families.
- Assisting in communication with families so parents are aware of prevention opportunities and resources available to their children.

## Commitment to Partnership

We greatly value the trust and collaboration of our partner schools. Our agency is dedicated to maintaining and strengthening this partnership so students can continue to receive high-quality, culturally responsive prevention and wellness education in a supportive environment.

This letter may also serve as a communication tool for schools to inform families of the services their children may participate in during the year.

If you have any questions, you may reach me at [rsturgis@humadaop.org](mailto:rsturgis@humadaop.org) or at 216-459-1222.

Looking forward to our collaboration,  
Rafie Sturgis  
Executive Director, Hispanic UMADAOP

Signature:  Date: 10/20/25

School Acknowledgement: Name/Title: Sarah O'Bryan

Signature:  Date: 10.29.25



# Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

## PLACEMENT AGREEMENT

This Placement Agreement (“Agreement”) is made between Western Governors University, a Utah nonprofit corporation (“University” or “WGU”), and **Constellation Schools** (“District”), and is effective as of the date of District’s signature below (“Effective Date”). WGU and District may be referred to herein individually as a “Party” and collectively as the “Parties.”

WGU is nationally accredited by the Northwest Commission on Colleges and Universities (“NWCCU”). University Educator Preparation programs are further accredited by the Council for the Accreditation of Educator Preparation (“CAEP”) and the Association for Advancing Quality in Educator Preparation (“AAQEP”). University represents that each Candidate assigned to District for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two is validly enrolled in a current University educator preparation program and meets District’s background requirements.

**A. Definitions.** For the purposes of this Agreement, capitalized terms\* shall have the following meanings:

1. **“Candidate”** means a student enrolled in a University program that leads to an education credential.
2. **“Mentor Teacher”** means a District employee who is the teacher presiding in the classroom to which the Candidate is assigned. Standards for Mentor Teachers are explained in Section G of this Agreement.
3. **“Clinical Supervisor”** means a qualified individual who is an employee or independent contractor of WGU. The individual will supervise the Candidate. Standards for Clinical Supervisors are explained in Section H of this Agreement.
4. **“Initial Licensure Program”** means a program that results in a professional license.
5. **“Advanced Program”** means an advanced licensure or endorsement program that may result in an additional license.
6. **“Clinical Experience”** means the active participation by a Candidate in a wide range of virtual and in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two.
  - a. **“Early Clinical”** means a Candidate’s first supervised opportunity to observe a classroom setting.
  - b. **“Advanced Clinical”** means supervised classroom-based activities in a classroom setting where Candidates observe, collaborate, and reflect with a Mentor Teacher.
  - c. **“Student Teaching One”** and **“Student Teaching Two”** (collectively **“Student Teaching”**) means the active participation by a Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and a Clinical Supervisor.
7. **“Practicum”** means the University Clinical Experience requirements for advanced licensure programs.
8. **“Professional Dispositions and Ethics”** means standards of behavior expected of Candidates and University faculty and staff, as follows:

○ All Individuals Can Learn	○ Communication
○ Belonging	○ Integrity
○ Empathy	○ Professionalism
○ Growth Mindset	○ Intellectual Courage
9. **“LEA”** means Local Education Agency.
10. **“SEA”** means State Education Agency.

\*References to “District” shall include the school.

**B. Mutual Expectations.** A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers that align with the Candidate’s licensure area with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. A Clinical Supervisor will be assigned to observe and provide support to the Candidate. The District and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

**C. Mutually Beneficial Activities.** The Parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. University will provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's [Employer Recruiting & Guidelines](#).
  - Whenever possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
3. University and District employees will co-select Mentor Teachers and Clinical Supervisors based on University requirements.
4. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
5. University may invite District employees to participate in a focus group to:
  - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors, criteria for selection of Mentor Teachers and Clinical Supervisors, and curriculum development;
  - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
  - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to Candidate outcomes and Candidate performance.

**D. Recordings.** District recognizes that University requires the utilization of video recordings for both observations and teacher performance assessments. District also recognizes that video recordings may be utilized for Educative Teacher Performance Assessment ("edTPA") in states where required. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs consistent with the conditions set forth in **Exhibit A** ("Video Recording").

**E. University Responsibilities.** University shall:

1. Place qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide District with an honorarium for Mentor Teacher participation in Clinical Experience as described in this Agreement.
3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
4. Require Candidates to have a current, fully cleared background check.
5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis ("TB") risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
7. Provide training to Mentor Teachers regarding University processes and procedures.
8. Maintain an online site for support, resources, and training for Mentor Teachers and Clinical Supervisor.
9. Facilitate course instruction and support for the Candidates during their Clinical Experience. Including, the final performance assessment, specific task requirements and peer interactions in a weekly cohort seminar.
10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

**F. District Responsibilities.** District shall:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Clinical Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Clinical Experience.
4. Notify University about any changes to District policies that would impact Candidate's placement (e.g., COVID and other healthcare policies).
5. Placement must align with the Candidates' Program. District must notify University about any changes to the Candidate's assigned Mentor Teacher or classroom placement.
6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher, participate with the Clinical Supervisor and Candidate in two evaluations pursuant to WGU's grading rubric. University shall be responsible for the format of evaluations.
  - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership and English Language Learning.
8. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
9. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
13. Report any concerns related to the Candidate's performance, conduct, or attendance promptly to the Clinical Supervisor. Identify a teacher or other school administrator to evaluate Candidates for Embedded Work Based Learning.
14. Adhere to any then-applicable state requirements related to training/professional development.

**G. Mentor Teacher Standards.** District, in collaboration with University, shall provide the Candidate with a Student Teaching assignment under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience, with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) a demonstrated record of strong performance.
3. Documented evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
4. Has positively impacted and mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Demonstrates and models WGU's Professional Dispositions and Ethics.
7. Completes University training to understand policies, processes, procedures, and how to mentor adult learners, and completes any required State training.

**H. Clinical Supervisor Standards.** The University, in collaboration with District, shall select a Clinical Supervisor who provides guidance, support, on-site and/or virtual assistance, assessment, and feedback to a Candidate throughout Advanced Clinical, Student Teaching One and Student Teaching Two of the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.
4. Experience teaching in the content area of supervision.
5. Successfully completed a background clearance.
6. Ability to consistently demonstrate and model Professional Dispositions and Ethics.

**I. Advanced Programs Practicum.**

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own school using a qualified individual as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate shall:
  - identify a school with which he/she has (i) an established relationship with and (ii) obtained district approval for placement. All identified placements are subject to University approval.
  - identify preferred Clinical Supervisor, subject to approval of University's Clinical Experience team to ensure the Clinical Supervisor meets program requirements.
  - complete a valid background clearance, provide proof of liability insurance, and a valid teaching license.
  - comply with all other applicable District requirements.
3. Evaluations of Candidates are as follows:
  - Educational Leadership – a minimum of four (4) evaluations
  - English Language Learning – a minimum of three (3) observations or evaluations.
  - Early Childhood Education – a minimum of one (1) observation

**J. Confidentiality & Education Records**

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act ("FERPA") and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

**K. Additional Terms**

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either Party gives the other Party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each Party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.
3. Right to Accept or Terminate a Placement. District may refuse to accept placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University Point of Contact (listed at the bottom of this Agreement) in writing immediately and state the reasons for such decision.
4. Insurance.
  - University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers' compensation insurance as required by law.
  - Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with

minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.

5. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the Parties. Neither Party will have the authority to, and will not, act as agent for or on behalf of the other Party or represent or bind the other Party in any manner. No Candidate or other third Party shall be a beneficiary of or have any right to enforce the terms of this Agreement.
6. Non-Discrimination. Each Party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
7. Entire Agreement. This Agreement represents the entire understanding between the Parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both Parties.

The Parties have executed this Agreement as of the Effective Date.

**UNIVERSITY**

**DISTRICT**

By: Kim DeMent

By: Sarah O'Bryan

Title: Senior Associate Dean & Senior Director, School of Education

Title: Superintendent

Date: 10/15/25

**Point of Contact:**

District and Funded Partnerships  
Email: [tc\\_outreach@wgu.edu](mailto:tc_outreach@wgu.edu)

**Point of Contact:**

Email: [garten.christine@constellationschools.com](mailto:garten.christine@constellationschools.com)  
Phone: 440-292-5367

For notice purposes:

Attn: Contracts Manager  
Western Governors University  
4001 South 700 East, Suite 700  
Salt Lake City, UT 84107-2533  
Email: [contracts@wgu.edu](mailto:contracts@wgu.edu)

For notice purposes:

Sarah O'Bryan, Superintendent  
Email: [sobryan@accelschools.com](mailto:sobryan@accelschools.com)

## **Exhibit A**

### **Video Recording**

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of real artifacts (such as lesson plans and student work samples). District also recognizes that in states where the edTPA is required, video recordings of the Candidate teaching in the classroom will be utilized and included in the submission.
2. Clinical Observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

#### *Teacher Candidate Guidelines for Video Recordings*

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.