



BAY MILLS

COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

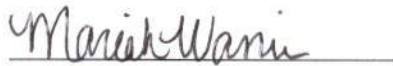
April 21, 2015

Kim Sidel
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Sidel:

Enclosed please find a CD containing Contract Amendment No. 1 for David Ellis Academy-West. If you have any questions, please contact me at (906) 248-8446.

Sincerely,



Mariah Wanic
Special Assistant to the President in
Charge of Charter Schools

Cc: Kenya Hildreth, Bardwell Group

CONTRACT AMENDMENT NO. 1

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

TO

DAVID ELLIS ACADEMY-WEST
(PUBLIC SCHOOL ACADEMY)

MARCH 2, 2015

CONTRACT AMENDMENT NO. 1

DAVID ELLIS ACADEMY-WEST

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by the BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS ("College Board") to DAVID ELLIS ACADEMY-WEST ("Academy") on July 1, 2014 ("Contract"), the parties agree to amend the Contract as follows:

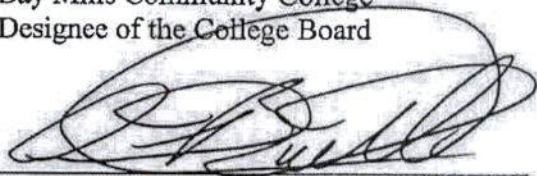
1. Amend Contract Schedule 7d: Curriculum, update Schedule 7d to include the High Scope Preschool Curriculum for the 2014-2015 academic year.
2. Amend Contract Schedule 7f: Application and Enrollment of Students, update Schedule 7f to reflect the addition of the Great Start Readiness Program (Pre-Kindergarten) for the 2014-2015 academic year.
3. Amend Contract Schedule 7h: Age and Grade Range of Pupils, update Schedule 7h to reflect the addition of the Great Start Readiness Program (Pre-Kindergarten) for the 2014-2015 academic year.
4. Amend Contract Schedule 6: Physical Plant Description, by changing the configuration of grade levels to "Pre-Kindergarten through eighth grade."

These amendments are hereby acknowledged by the College Board and the Academy through their authorized designees and shall have an effective date of September 1, 2014.



By: Michael C. Parish, President
Bay Mills Community College
Designee of the College Board

Dated: 4-20-15



By: Aaron Burrell, President
Academy Board Designee

Dated: 3/16/15

SECTION D
CURRICULUM

HIGHSOPE SUMMARY

Why HighScope?

Beginning with the Perry Preschool Study, HighScope revolutionized early childhood education with a new approach to teaching and learning. Research based and child focused, the HighScope Curriculum uses a carefully designed process — called "active participatory learning" — to achieve powerful, positive outcomes.

As teachers, parents, and educational researchers have discovered, the HighScope Preschool Curriculum not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving — the fundamental skills that help determine success in adult life. This is what we mean by **The HighScope Difference**.

CURRICULUM COMPONENTS

The HighScope approach to preschool education is a unique process that has been tested and researched since 1962. Our approach incorporates five elements based on sound developmental practices for children and effective program management strategies for adults.

Active learning.

Children are involved in direct, hands-on experiences with people, objects, ideas, and events. They carry out their intentions by actively engaging with materials and interacting with peers and adults. Teachers plan around 58 key developmental indicators in child development that strengthen children's emerging intellectual, physical, social, and emotional abilities.

Adult-child interaction.

Teachers establish a safe and nurturing classroom environment where children can be happy and busy pursuing their interests. Adults observe and interact with children at their level to discover how each child thinks and reasons. They support children's initiatives and developing abilities. Adults share control of all learning experiences with children. They encourage children to solve problems with materials, turn to one another for help, collaborate in creative activities, and learn how to resolve conflicts with one another through negotiation.

Learning environment.

Classroom furniture and equipment are arranged and labeled in several clearly defined interest areas. This organization allows children to independently find, use, and return the materials they need to carry out their chosen activities. The arrangement of the classroom and its materials helps children form concepts about how the world is organized. The labels and symbols form the foundation for children's emerging reading, writing, and number skills. Children also spend time outside every day experiencing all the physical and sensory properties of the natural environment. Taken together, the indoor and outdoor environments provide children with the full range of learning settings and experiences.

Daily routine.

Each day follows a similar schedule of events, providing consistency for both children and adults. A daily plan-do-review process is at the core of the HighScope routine. This sequence gives children the opportunity to make plans based on their own interests, follow through on their intentions, and reflect on their experiences with peers and adults. Large- and small-group experiences are also part of the daily routine along with the social interaction of sharing a snack and the invigoration of being outdoors. See below for a summary of the routine.

Assessment.

HighScope teachers regularly record notes on children's behaviors, experiences, and interests. They use these notes to assess each child's development using the HighScope Preschool Child Observation Record. Based on these careful and objective observations, adults can plan experiences that will facilitate children's growth and development. They also use these notes in parent meetings to help parents better understand their children's development and how they can extend classroom learning at home. To guarantee the continued high quality of the classroom environment, teachers and staff supervisors regularly assess themselves using the HighScope Preschool Program Quality Assessment.

Staffing.

Teachers at the HighScope Demonstration Preschool have at least a four-year college degree in early childhood education or a related field. They are also certified in CPR and first aid. In addition, the teaching team has received extensive training in the HighScope educational approach. Teachers receive ongoing supervision and support from a HighScope staff consultant. They also benefit from the assistance and support of staff in the Foundation's other divisions and departments: Early Childhood, Research, Educational Services, Publications, and Administration. HighScope teachers participate in regular professional development activities throughout the calendar year. These activities are scheduled to minimize their absence from the classroom. If a teacher is absent for professional or personal reasons, HighScope has a regular substitute teacher. The substitute has also received specialized training in the HighScope educational approach and is a familiar figure to the children.

Class size and adult-child ratio.

The HighScope Demonstration Preschool follows the recommendations of the National Association for the Education of Young Children (NAEYC) regarding class size and adult-child ratio for preschool children. Class size is 16 children. There are two full-time teachers in the classroom for a ratio of one adult per 8 children.

HighScope goals for young children.

- To become independent, responsible, and confident — ready for school and ready for life.
- To learn through active involvement with people, materials, events, and ideas.
- To learn to plan many of their own activities, carry them out, and talk with other children and their teacher about what they have done and what they have learned.
- To gain knowledge and skills in important academic, social-emotional, and physical areas of development including: language and literacy; logical thinking in the areas of number, classification, seriation, space, and time; initiative and social relations; creative representation (visual and dramatic arts); and movement and music.

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

David Ellis Academy West

Enrollment Limits

The Academy will offer Pre-Kindergarten through eighth grade. The maximum enrollment shall be 1,000 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

David Ellis Academy West

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

David Ellis Academy West

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings or children of employees and Academy Board members seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

David Ellis Academy West

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

SECTION H

AGE OR GRADE RANGE OF PUPILS

Age or Grade Range of Pupils

David Ellis Academy West

The Academy will enroll students in Pre-Kindergarten through eighth grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147:

- For the 2014-2015 school year, a child may enroll in kindergarten if the child is at least 5 years of age on November 1, 2014*.
- For the 2015-2016 school year, a child may enroll in kindergarten if the child is at least 5 years of age on October 1, 2015*.
- For the 2016-2017 school year, a child may enroll in kindergarten if the child is at least 5 years of age on September 1, 2016*.

*If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.

CONTRACT SCHEDULE 6
PHYSICAL PLANT DESCRIPTION

DAVID ELLIS ACADEMY - WEST
Physical Plant

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Occupancy Approval	6-7
Financing Documents	6-8

SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the "Proposed Site") of David Ellis Academy - West ("Academy") is as follows:

Address: 19800 Beech Daly Road
Redford, MI 48239

Description: The Academy is located in the former St. Agath and St. Katherine Drexel Catholic Schools. The building consists of 45 classrooms, a gymnasium equipped with locker and shower rooms, 25 offices and 25 restrooms with ample parking and grounds for sports and recreational activity.

Term of Use: Term of Contract.

Configuration of Grade Levels: Pre-Kindergarten through eighth grade.

Name of School District and Intermediate School District:

Local: Redford Union Public School
ISD: Wayne County RESA

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be

amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

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