



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

September 8, 2022

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please find Contract Amendment No. 7 for State Street Academy. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

Mariah Wanic

Mariah Wanic, Director of Charter Schools

Cc: Thomas Peters, State Street Academy Board President

CONTRACT AMENDMENT NO. 7

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

STATE STREET ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 7

STATE STREET ACADEMY

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 **STATE STREET ACADEMY** ("Academy") on **July 1, 2015** ("Contract"), the parties agree to amend the Contract as follows:

A. Amend to Add a Young 5's Program and Ninth Grade for the 2022-2023 Academic School Year.

1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-1 and replacing it with the material attached as Exhibit 1.
2. Amend Contract Schedule 7b: Educational Goals, by deleting that schedule and replacing it with the material attached as Exhibit 2.
3. Amend Contract Schedule 7c: Educational Programs, by deleting that schedule and replacing it with the material attached as Exhibit 3.
4. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the Young 5's Program and Ninth Grade curriculum attached as Exhibit 4.
5. Amend Contract Schedule 7e: Method of Pupil Assessment, by deleting that schedule and replacing it with the material attached as Exhibit 5.
6. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 6.
7. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 7.

The changes identified in this Section A shall have an effective date of August 1, 2022.

This amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have effective dates as set forth above.



Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 9/8/22



Thomas Peters, Board President
State Street Academy
Designee of the Academy Board

Dated: 9/4/22

Exhibit 1

Schedule 6 Physical Plant Description

1. Applicable Law requires that a public school academy application and contract must contain 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 the State Street Academy (“Academy”) is as follows:

Address: 1110 State Street
Bay City, Michigan 48706

Description: The subject property is located in the Saginaw-Bay City-Midland Metropolitan Statistical Area (“MSA”) and is situated on 3.94 acres. The building, which consists of 39,309 square feet, was built in 1950 and consists of three separate floors, with the redevelopment of the 1st and 2nd floors completed in September 2001. At that time, a new air conditioning system was installed, restrooms were upgraded, a new lighting and ceiling grid was installed, new doors were installed, the property was upgraded to conform with the ADA, and various other improvements were completed. The school consists of approximately 30 classrooms (10 on each floor), administrative offices, restrooms, and ancillary areas. Asphalt parking is located on the side and rear. Construction is 3 story concrete and brick with flat roof. Currently, the school operates out of all 3 floors. The first floor provides services to the Young 5 Program as well as administrative, cafeteria, gym and GSRP program. The 2nd floor is comprised of the kindergarten through 4th grade classrooms as well as our special education resource room and library. The 3rd floor has the 5th through 9th grade, the 8th/9th seminar room, Art and Science Lab.

Term of Use: Term of contract.

Configuration of Grade Levels: Pre-kindergarten to Ninth Grade, and a Young 5’s Program

Name of School District and Intermediate School District:

Local: Bay City School District

ISD: Bay-Arenac

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

Exhibit 2

Pursuant to Applicable Law and Terms and Conditions Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this Schedule 7b. Upon request, the Academy shall provide the Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College Board expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

Prepare students academically for success in college, work, and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, CSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students grades 2-9 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8 NWEA	The average grade-level scores in reading and math as measured by the Measure of Academic Progress (MAP) by NWEA	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in this schedule.
Grade 3-8 State Accountability Test (M-STEP and PSAT at Contract start date)	Percentage of students proficient on State Accountability Test	Students enrolled for three* or more years will on average achieve scores equal to or greater than proficiency score identified by the State.
Grade 9 State Accountability Test for Grade 9 (PSAT and PSAT/NMSQT at Contract start date)	The average grade-level scores in reading and math as measured by State Accountability Test.	Students enrolled for three* or more consecutive years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified by State.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades 2 through 9 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 2-8 (NWEA Test must be administered in fall and in spring)	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA	Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA.
Grade 9 (NWEA Test must be administered in fall and spring.	Growth made by students from fall-to-spring in critical reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA.	Students will on average achieve measurable fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA .

*The measure of student growth is the most important, but not the only factor the College Board considers when determining whether the Academy is “demonstrating measurable progress” toward the contractual goal of preparing students academically for success in college, work, and life. Some of the other factors considered are: the Academy’s comparative position within state accountability reports, required state test proficiency rates compared to surrounding district’s state test proficiency rates, the trend in the number of students reaching growth targets and achievement targets over the Contract term.

NWEA Achievement Targets

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target
K	157.7	159.1
1	176.9	179.0
2	189.6	191.3
3	199.2	203.1
4	206.7	212.5
5	212.3	221.0
6	216.4	225.6

7	219.7	230.5
8	222.4	234.5
9	223	235

Exhibit 3

Instructional Program and Educational Philosophy

Mission

State Street Academy will encourage students to do their personal best by offering instruction in a safe and caring environment. In order for students to learn, it is essential that they environment in which they are present is one that honors safety above all else. Safety from a social-emotional standpoint is just as important as that of their physical safety. Students are taught these core concepts through a daily Morning Meeting that is led by the Superintendent of the school. The students recite the school pledge which states:

I am Safe.

I Try hard.

I Achieve.

I am Responsible and Respectful.

I am and will ALWAYS BE A STAR!

Vision

State Street Academy will offer a choice of a high quality and high achieving preschool thru 9th grade elementary school to the community of State Street Academy and surrounding area.

By using research-tested curricula, State Street Academy will provide a tuition-free quality education for students and families of the Bay City area. State Street Academy is committed to providing eight Pillars ensuring success to all students attending the Academy:

- Student Achievement Ten Percent Above Expected Grade Levels
 - Student achievement is demonstrated by several indicators to include grade level benchmarks as well as student growth measures. Student progression is measured throughout the year by formative daily assessments. The data from the formative assessments informs instruction provided by the intervention team. The I-Team conducts the intervention program through a systemic, targeted, and timely response system.
- Professional Development of All Staff Member
 - As members of the learning process, the instructional staff not only receive quality and timely professional development from the leadership team, but they also seek out training that is specific to their individualized needs.
 - Everyone on the State Street Academy team receives training specific to their position. Training is not only reserved for the instructional staff. It is our belief that everyone in the building is a teacher (in one way or another) to our students.
- Integrated Technology for All Students
 - Students in grades 3-9 are afforded the opportunity to have 1:1 devices. In the lower grades, the chromebooks are reserved for station rotations. This is

intentional. It is important that students learn the basics through the use of small and gross motor skills.

- Extended Learning Time for All Students
 - State Street Academy has increased the time/days spent at school. They are in excess of all the surrounding schools. This time affords the students the extracurricular activities as well as additional learning time.
- Required Parent Involvement
 - It is not an option to be involved at State Street Academy. Several opportunities are provided to increase a parent's desire to be a part of their child's education. This first starts with a positive school/home relationship. Parents receive frequent communication from their child's classroom teacher. In addition, the leadership team makes an intentional effort to build positive relationships with the families of the students.
- Secure Environment for all Learning
 - The secure environment is built upon a few core principles.
 - First and foremost is the Building Security. In order for students to learn, they must "feel" safe. Regular drills are conducted and students are acknowledged for protecting themselves and others.
 - Secondly, effective classroom management is essential to the safety of students. A structured classroom increases learning for all students.
 - Thirdly, the Outreach Team ensures that parents are provided as much support as possible when they find themselves in a situation that may lead to increased stress and possible abuse and neglect.
- Community Support
 - State Street Academy is connected with several businesses, banks, and charity organizations around the community. One way this relationship is forged is through the monthly volunteer events. Students learn at a young age how important it is to give back to the community that serves them.

State Street PSA Educational Goals and Programs

State Street Academy curriculum will prepare students to solve problems, both individually and collaboratively, using critical thinking skills cultivated through comparative interdisciplinary study. Extensive access to technology as an authentic learning tool will enable our students to address unprecedented career challenges and global opportunities facing them in the 21st century.

Goal 1: To empower students to learn by fostering their development as independent thinkers.

Objectives to realize Goal 1:

We will provide an academically rigorous curriculum

The school will provide “hands on” learning opportunities

The school will use constructivist teaching practices

The school will use technology and adaptive software to customize learning plans

Goal 2: To have students solve problems, both individually and collaboratively, using teamwork and critical thinking skills.

Objectives to realize Goal 2:

We will use comparative and interdisciplinary study

Students will work in differentiated skill based learning groups

Older students will act as mentors to younger students in the school groups

Students will have extensive access to technology as an authentic learning tool

Goal 3: Enable students to achieve academic success by facilitating each student’s learning style.

Objectives to realize Goal 3:

We will identify students’ learning styles and create learning activities that are compatible

We will use various assessments to enable students to demonstrate their understanding of concepts and skills

Each student will have a personalized learning plan

Goal 4: Involve parents in their children's education.

Objectives to realize Goal 4:

Parents will be encouraged to volunteer at the school through a PTO incentive program

There will be opportunities for parents to volunteer and participate in school governance

The school will connect parents with local community resources, i.e., 2-1-1, diaper bank, and counseling providers

We will provide curriculum information and notices in parents' native language

Parents will be encouraged to participate in conferences through a PTO incentive program

Goal 5: Offer support systems to facilitate learning.

Objectives to realize Goal 5:

State Street Academy will offer high quality preschool education through the Great Start Readiness Program

SSA will offer high quality full day Kindergarten programming

SSA will offer before and after school tutorials

There will be more "time on task," i.e., longer school day

Non-academic goals will include community responsibility and social skills. Character Education and Leadership skills will be built into the curriculum. It is our goal to build students' character by "doing." Students will be taught personal and social responsibility by constructing their own knowledge and through hands-on activities. Sharing, cooperation, and respect are taught through team activities.

Our goal is to develop educators and life-long learners, not merely produce students who pass the state education requirements. Emphasis will be placed on students as peer educators.

Specific Educational Goals

Academic achievement will increase for all students in the areas of math, science, English language arts, and social studies.

SSA PSA will administer the NWEA Fall/Winter/Spring assessments to all students at the Academy within 45 days of entry into the school to establish a baseline measurement.

The NWEA assessment will be administered three times per year. NWEA Reading and Math administered within 30 days of the end of the school year (end of year assessment). It is the goal of the Academy that the average growth on the assessment given at each grade level K-9 will meet the above average growth performance category and achieve at or above the 50% MGP.

Non-Academic Goals

Ninety percent of parents will attend parent/teacher conferences at least twice per academic year. Teachers will record conference participation; data will be reported annually on the Annual Education Report.

The student attendance rate annually will be 92%. Our expectation is that 90% of our students will re-enroll at the Academy from year to year, excluding students who move out of the area.

SSAPSA will achieve an average satisfaction rating by parents' survey of 8.5 or higher on a scale of 1 to 10.

Exhibit 4



Developmental Kindergarten - Young 5's

The Academy offers a Developmental Kindergarten (Young 5's) classroom designated for those students who turn five between September 1st and December 1st of the entering school year. The children placed in this class will be presented material at a rate commensurate with their developmental level. Throughout the school year, students are progress monitored to determine growth. Students who meet all benchmarks for first grade will be promoted to that grade. Students determined to need more time to meet benchmarks will be placed in our kindergarten program for the following year. Parents of children with late summer birthdays may also opt to select our Young 5's classroom.

English Language Arts & Mathematics

Handwriting Readiness & Letter/Number Identification & Phonics

ABC123 Just For Me: "Academic success is based in large part on establishing a foundation of skills that prepares students to be successful before they enter kindergarten. This is why teachers provide quality early learning experiences that include letter knowledge, phonological awareness, and early math skills." (Laura Dinehart, Ph.D. 2020)

Social Studies

Young 5's

The Young 5's social studies curriculum is designed to help students gain an increased awareness of themselves and the world around them. Using the framework of "Myself and Others," students learn about the social studies disciplines of history, geography, civics and government, and economics. Using events from their own lives, they begin to explore and learn the basic historical concept of time and to distinguish past, present, and future. They develop the geographic concept of space by learning positional words and recognizing that maps and globes represent places in the world. To lay the foundation for the study of civics and government, students identify the flag as an important symbol of the United States. They also act as classroom citizens by following appropriate rules for individual and group activities and decision making. An awareness of economics is developed as students connect familiar economic wants to how those wants are met. Throughout the year students are introduced to simple core values of democracy as they learn to respond appropriately to classroom issues and individual responses.

There are 4 units in Kindergarten in alignment with the [Rubicon Atlas Curriculum](#)

Unit 1: Who Am I?

Unit 2: Where Am I?

Unit 3: How Do I Get What I Need and Want?

Unit 4: How Do I Get Along With Others?

Science

- Fully aligned with the [Next Generation Science Standards \(NGSS\)](#)
- Hands-on with open-and-go lessons
- Adaptable to in-class or remote learning
- Driven by guiding questions that push students to explore

There are 4 overarching subject areas students explore:

1. Foundations of Science Investigation
2. Living and Non-Living Things
3. Weather & Climate
4. Engineering



9th Grade Curriculum State Street Academy

Math

Big Ideas Algebra 1

https://static.bigideasmath.com/protected/content/te/aga22cc/aga22cc_algebra1_t_e_fm.pdf

In Grade 9, students will explore every chapter through the lens of STEM. Every chapter and every lesson contains a rigorous balance of conceptual understanding, procedural fluency, and application. Knowing the learning intention of a chapter or lesson helps learners focus on the purpose of an activity, rather than simply completing it in isolation. This program supports visible learning through the consistent use of learning targets and success criteria to ensure positive outcomes for all students. Developing proficiency in **Mathematical Practices** is about becoming a mathematical thinker: learning to ask why and being able to reason and communicate with others as you learn.

- Chapter 1: Solving Linear Equations
- Chapter 2: Solving Linear Inequalities
- Chapter 3: Graphing Linear Functions
- Chapter 4: Writing Linear Functions
- Chapter 5: Solving Systems of Linear Equations
- Chapter 6: Exponential Functions and Sequences
- Chapter 7: Polynomial Equations and Factoring
- Chapter 8: Graphing Quadratic Functions
- Chapter 9: Solving Quadratic Equations
- Chapter 10: Radical Functions and Equations
- Chapter 11: Data Analysis and Displays

English Language Arts

Oakland Schools MAISA Units ELA – full curriculum maps and scope/sequence documents available at:

<https://www.engageny.org/comhttps://oaklandk12-public.rubiconatlas.org/course-map/782/unit-calendar/year?yearId=2023&backLinkId=4405mon-core-curriculum>

Throughout the English 9 course students develop their knowledge of textual elements and structures enabling them to engage in close reading of increasingly complex texts; developing analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres. Students will read a variety of fictional texts ranging from micro fiction, short stories, and novels to practice identifying story elements and their impact on author's purpose. Students will also read a range of advertisements across marketing sub-genres to analyze how advertisers market a product and persuade consumers. Students apply their knowledge of informational texts to read critically, making inferences and analyzing bias. Student's knowledge of argument is extended through immersion and study of two related genres: personal narrative and personal essay culminating in their writing their own personal essay.

United States History and Geography

Oakland Schools MAISA Units United States History and Geography – full curriculum maps and scope/sequence documents available at:

<https://oaklandk12-public.rubiconatlas.org/course-map/98/unit-calendar/year?yearId=2023&backLinkId=4415>

The study of United States history and geography prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic

transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation's past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Resource: United States History and Geography: Modern Times is built on the principles of Understanding by Design which covers core U.S. History standards in a concise, accessible format.

<https://www.mheducation.com/prek-12/product/united-states-history-geography-modern-times-student-edition-mcgraw-hill/9780076608683.html>

Biology

Oakland Schools MAISA Units Biology – full curriculum maps and scope/sequence documents available at:

<https://oaklandk12-public.rubiconatlas.org/course-map/42/unit-calendar/year?yearId=2023&backLinkId=4411>

This course is designed to enable schools to offer the credit in biology since all high school biology content expectations are addressed. Biology could be offered in the junior year in the physics first or modified physics first course sequences and in the sophomore year of the transitional course sequence. The course opens with an introductory unit that familiarizes students with the nature of scientific inquiry in biology and establishes two overarching themes of the discipline: interconnectedness of biological systems and evolution. The units that follow proceed through a treatment of cell theory, genetics, evolution and biodiversity. The instructional approach of the course

is one of constructivist inquiry where students' master key concepts and skills through the pursuit of focus questions using explorative activities, experimentation, concept writing and substantive classroom discussion. The course should also include a problem-based learning approach for real-world issues related to biology.

Physical Education

The physical education curriculum is EPEC (Exemplary Physical Education Curriculum) for grades K-8. The program is broken down into the following four modules (taught through various activities at each grade level): Locomotor Skills, Object-Control Skills, Knowledge/Activity/Fitness, and Personal/Social Skills. Objectives in object-control, locomotor, knowledge, and activity are taught in a "spiral" fashion. Steps in the teaching/learning progression are introduced and/or reviewed in several lessons per grade. The fitness objectives involve a different exercise, so these objectives do not spiral, but instead are focused on helping students achieve grade-level standards through a variety of exercises.

Module A1: Locomotor Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Objectives: gallop, hop, horizontal jump, leap, run, skip, slide, vertical jump, and walk

Module A2: Object-Control Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Objectives: batting, catch fly balls, catch rolling balls, foot dribble, forehand strike, hand dribble, instep kick, lift and carry posture, overhand throw, underhand strike, and underhand throw

Module B: Knowledge, Activity, Fitness Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Objectives: beneficial effects of physical activity, body parts/planes/actions, use of space Participates regularly in physical activity. Objectives: aerobic activity/fitness Achieves and maintains a health-enhancing level of physical fitness. Objectives: abdominal/low back strength, arm/shoulder strength, hip/low back flexibility

Module C: Personal/Social Skills Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Objectives: compassion for others, cooperation, following directions, respect for others, responsibility, self-control Values physical activity for health, enjoyment, challenge, self-expression, and or social

interaction. Objectives: best effort, constructive competition

Michigan Model for Health™ (MMH) 9th-12th school curriculum facilitates learning through a variety of interactive teaching and learning techniques. Skill development through demonstration and guided practice is emphasized resulting in the development of positive lifestyle behaviors for students and families.

The MMH high school curriculum is designed as a one-semester course. The MMH curriculum is a comprehensive health curriculum so each grade level from preschool to high school builds on the grades before it and lays the foundation for grades to follow. Therefore, the MMH high school curriculum is the culmination of the Pre-K through 12th grade health education experience and prepares young adults for living a healthy lifestyle.

The modules cover:



Social & Emotional Health



Nutrition & Physical Activity



Safety



Alcohol, Tobacco & Other Drugs



Personal Health & Wellness



HIV/AIDS & Other STIs

Exhibit 5

Schedule 7e

Methods of Pupil Assessment

The academic program for State Street Academy is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of “the basics” and on authentic assessment.

Each child will have a Personalized Student Learning Plan jointly developed by the student, parent(s), and teacher. The learning plan outlines goals, details learning exercises, and charts progress toward immediate and long term improvement in student performance. This plan is created and maintained online, serving as a real time report card and permitting highly reliable monitoring of student performance. The plan also affords easy retrieval of attendance, test, and progress data.

In addition to the tests called for by the State of Michigan, State Street Academy will carry out its own multiple assessment program characterized by the following:

- NWEA Math/ELA is assessed three times per year. AimsWeb benchmark three times per year, AimsWeb progress monitoring throughout intervention, Moby max progress monitoring, and STAR reading.
- Criterion reference tests in English Language Arts, Mathematics, Science, and Social Studies.
- Authentic assessments using portfolios.

These tests will be used to evaluate the effectiveness of the school’s educational program in helping the students achieve desired outcomes and in measuring student performance relative to national norms.

We will conduct ongoing student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards.

Additionally, to verify that its students are mastering core competencies, State Street Academy will administer all standardized achievement tests utilized by the School District.

Technology: Our use of technology in class has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire classes, and the whole school. Thus, our most frequent assessment will be of student performance generated by the AimsWeb and Moby Max progress monitoring system.

Portfolio: State Street Academy will rely heavily on student portfolios. These portfolios will document students’ work, display a command of skills and content, and provide insight into the learning process over time. These portfolios will include a variety of student work samples, along with observations and evaluations of student learning and performance by the student, peers, school staff, and parents.

Documentary Assessments: These assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction.

These methods of assessment are connected to students' lives and learning experiences and represent the real world challenges they will face.

In addition to authentic assessment strategies, more traditional teacher-developed tests will also be used.

The Academy will administer the standardized tests used by the school district to evaluate the effectiveness of the school's educational program on national norms, Michigan, and ASCD standards.

Basis For Promotion And Graduation

State Street Academy believes that genuine self-esteem derives from a challenging job well done. To that end, our students will be promoted from one grade to the next only on the basis of mastery and application of knowledge and skills designated for a grade level.

Each student will have a personal learning plan. Technology will provide an instructional management program to record student progress. In addition to the teacher, the student and his or her parents will have access to the student's academic and behavior record. We believe the effective assessment of progress should be available daily to students and parents.

State Street Academy believes in multi-faceted assessment of students' work. Assessment will include the state assessment program, including standardized tests, criterion reference tests for the educational materials used, as well as portfolios and performances to provide authentic assessment of student work. We expect to demonstrate improved student achievement on all measures and will report these to the public.

After school programs will be provided to students who need additional instructional assistance to keep pace with their peers. Properly trained teachers and/or instructional aids will supervise these tutorial sessions.

Promotion from one grade to the next grade will be based on mastery (70%) of predetermined academic knowledge and skills. The academic knowledge and skills in the State Street Academy educational program will be aligned with Michigan and ACSD curriculum standards. Care must be taken to ensure connectivity of academic knowledge and skills from one grade to the next. For example, first grade essential skills must connect with second grade readiness skills.

Student Intervention

Intervention will be provided in the classroom, as well as after school, for students. An early intervention is full day kindergarten. Many students especially from disadvantaged homes, have to make up for the lack of exposure to cultural activities, ranging from magazines and books in

the home to attendance at cultural activities in the community. Students from disadvantaged homes often have phoneme deficiencies that hinder their language patterns and their readiness to read. Full day kindergarten, coupled with the longer school day and twenty additional school days, provides significant additional time for students to compensate for readiness for school, academically and socially.

An additional early intervention is the acknowledgement that kindergarteners are at varying levels of maturity. To help students “mature into academic activities, the school has adapted its kindergarten program to use many practices associated with Montessori education.

After school tutorials will be available to students identified by their teachers as needing additional instructional assistance in basic skills. The Moby Max and AimsWeb programs will provide students, their teachers, and parents with performance data in reading, language arts, mathematics, and science and with prescriptive instructional activities to overcome students’ academic deficiencies. All students have access to this program.

A direct correlation exists between school achievement and parental involvement in a child’s education. The school must provide opportunities for parents to be actively involved in their children’s education and in their children’s school. Parents must know that they are welcome partners in their child’s effort to exceed his or her potential.

Exhibit 6

APPLICATION AND ENROLLMENT REQUIREMENTS

Enrollment Limits

The Academy will offer Young 5's through ninth grade. The maximum enrollment shall be 350 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 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. However, the Academy may not provide a preference to children of 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 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.

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 sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) 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 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 and siblings.

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.

Exhibit 7

Age or Grade Range of Pupils

The Academy will enroll students in Young 5's through ninth grade. The Academy may add grades with 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 5 by September 1 of the current school year.