

**CONTRACT AMENDMENT NO. 4**

**BETWEEN**

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS**  
**(AUTHORIZING BODY)**

**AND**

**FRONTIER INTERNATIONAL ACADEMY**  
**(PUBLIC SCHOOL ACADEMY)**

**CONTRACT AMENDMENT NO. 4**

**FRONTIER INTERNATIONAL 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 **BAY MILLS COMMUNITY COLLEGE** (“Authorizing Body”) and **FRONTIER INTERNATIONAL ACADEMY** (“Academy”) on **July 1, 2017** (“Contract”), the parties agree to amend the Contract as follows:

**A. Amend the Contract to Add Seventh and Eighth Grade at the 28111 Imperial Drive, Warren, Michigan 48093 Campus and Add Sixth through Eighth Grade at the 13200 Conant Street, Detroit, Michigan 48212 Campus beginning the 2021-2022 Academic School Year. In Addition, Maximum Enrollment was Amended to 300 Students at the Warren Campus and 850 Students at the Detroit Campus.**


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 7d: Curriculum, by adding at the end of the schedule the Sixth through Eighth Grade curriculum attached as Exhibit 2.
3. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 3.
4. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 4.

The changes identified in this Section A. shall have an effective date of August 1, 2021.

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

\_\_\_\_\_  
By: Mariah Wanic, Director of Charter Schools  
Bay Mills Community College  
Designee of the College Board

Dated: 8/26/21

  
\_\_\_\_\_  
By: Asm Rahman, President  
Frontier International Academy  
Designee of the Academy Board

Dated: 08 / 25 / 2021

# Exhibit 1

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 description of the proposed physical plant (the “Proposed Site”) of Frontier International Academy (“Academy”) is as follows:

Address: 13322 Conant  
Detroit, MI 48909

Description: The facility includes a two story building with approximately 100,000 square feet. The first floor has 18 classrooms, two offices, four bathrooms, an auditorium, lunch room, kitchen, and two gymnasiums. The second floor has 25 classrooms, a library, four bathrooms, four offices, and a teacher’s lounge.

Term of Use: Term of Contract

Configuration of Grade Levels: Kindergarten through Twelfth Grade

Local: Detroit Public Schools  
ISD: Wayne County RESA

Address: 28111 Imperial Drive  
Warren, MI 48093

Description: The facility includes a one story building with approximately 30,000 square feet. The leased space includes 16 classrooms, 5 offices, 3 bathrooms, a multi-purpose room/cafeteria, kitchen, art room, technology room, two storage rooms, and a playground. There is a gymnasium on the property that is not being leased by Frontier International Academy but will be accessible for use by Frontier International Academy during school hours.

Term of Use: Term of Contract

Configuration of Grade Levels: Kindergarten through Eighth Grade

Name of School District and Intermediate School District:

Local: Warren Consolidated Schools  
ISD: Macomb County

## **Exhibit 2**



# FRONTIER INTERNATIONAL ACADEMY GRADES 6-8 CURRICULUM OVERVIEW

2455 S. Industrial Hwy. Ann Arbor, MI 48104

P: (734) 369-9500 F: (734) 369-9499

[www.gee-edu.com](http://www.gee-edu.com)

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# APPROACHES TO STUDENT LEARNING



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## MISSION STATEMENT

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

## BELIEFS

- All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.
- Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.
- The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.
- Learning is enhanced by diversity and the Academy must promote multicultural awareness.
- To be effective, the Academy must provide a safe, orderly and positive learning environment.
- Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.
- The Academy and community should be in a partnership that shares the responsibility of educating its citizens.
- Learning is a lifelong process.

### Program Delivery

In order to develop independent learners capable of solving the intricate problems of the twenty-first century, the Academy implements an integrated, inquiry-based approach to the Michigan Academic Standards (“MAS”). Academy coursework design meets the demands of being both college and career ready. Students' academic work, as well as all Academy-related non-classroom activities, reinforces the interrelated skills and techniques that promote learning across all disciplines to prepare learners for the rigorous demands of the global workplace. Assignments encourage students to draw upon past experiences and develop real problem-solving skills that are cross-disciplinary in nature.

The Academy strives to cultivate a family environment in which students can grow and explore learning. Students learn from each other and recognize an individual's unique gifts and qualities. The Academy is designing and implementing curriculum, instructional strategies and assessments responsive to the needs, background, interests and abilities of students through differentiated instruction (Tomlinson & Allan, 2000). Through smaller class settings, student-centered learning and various research-based practices, the Academy creates engaged and committed learners.

Differentiated instruction supports and incorporates many effective traditional methods and strategies as well as combines aspects of critical thinking, interdisciplinary instruction and

several non-linguistic representations. In addition, the Academy uses a variety of instructional strategies such as reader’s and writer’s workshop, cooperative learning, individualized instruction and the use of inquiry-based learning. Another research-based practice the Academy utilizes to support the needs of diverse learners is the Sheltered Instructional Observational Protocol (“SIOP”) model, which identifies instructional features of high-quality lessons (Echevarria, Vogt, & Short, 2012).

The theory behind this model is that language acquisition is enhanced through meaningful use and interaction with the English language. Through the study of content, students interact with English in a meaningful way with material that is relevant to the students’ schooling. All content lessons incorporate activities in the language processes; listening, speaking, reading and writing. The teachers make the content comprehensible for all students through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary, adapted texts, cooperative learning, peer tutoring and native language support.

The curriculum for all content areas is based on the research done by Grant Wiggins’ Backwards by Design and Heidi Hayes and Jacobs’ Curriculum Mapping. The units contain the Big Ideas, Essential Questions, Vocabulary, Objectives, Student Friendly Learning Targets, Common curriculum-based Assessments and Model Activities based on the MAS. The tenets of backwards by design in practice for student learning are; all students should consistently experience curricula rooted in the important ideas of a discipline that require them to make meaning of information and think at high levels; students need opportunities to learn the basics and opportunities to apply them in meaningful ways; and balance for student construction of meaning and teacher guidance. The units are in an online system, Moodle, which allows for teachers to access this information in school and at home. The curriculum includes a scope and sequence, with highlighted priority clusters by grade level for both ELA and Mathematics. The start of effective teaching begins with teachers who have high subject knowledge and are able to convey the knowledge to all levels of learners. In addition, the teachers create a positive learning environment where every child feels safe to learn. To accomplish this task, the Academy has a three-step hiring process, and additional professional development is provided through experts in both differentiated instruction and Champs. The lessons developed for the teachers to use are modeled by instructional coaches as they work with teachers. The lessons are specific in learning targets—not only the content objective, but the language objective as well—as it is critical that the students become proficient in both language and content. Each unit has a sequential model of lessons with flexibility built in to fit the needs of the teachers’ specific students – whether whole class, individual or group work.

### Character Education

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of respect, responsibility, integrity, commitment, appreciation, cooperation, creativity, curiosity, empathy and tolerance, which are integrated into the curriculum.

### Academic Excellence

The Academy is committed to teaching and enforcing high-quality academic standards. It is the goal of the Academy’s academic program to encourage each student to reach his/her maximum learning potential in all subject areas. The Academy will achieve this level of excellence by providing an instructional program that directly meets the needs of every student.

# CURRICULUM GOALS, INSTRUCTION

CURRICULUM OVERVIEW

6-8

Course	6	7	8
English Language Arts (Springboard)	X	X	X
Mathematics (Agile Mind)	X	X	X
Science (Activate Learning <i>PBIS</i> )	X	X	X
Social Studies ( <i>Pearson myWorld Interactive</i> )	X	X	X
Health (GEE)	X	X	X
Physical Education (GEE)	X	X	X
Art (GEE)	X	X	X
Technology (Code.org)	X	X	X
Arabic (GEE Arabic Curriculum)	X	X	X

The Academy implements a curriculum aligned to the MAS for math, English language arts (“ELA”), science and social studies. The curriculum is enhanced by extracurricular activities such as arts offerings to cater to the holistic needs of students in the 21<sup>st</sup> Century. Technology is also central to Academy pedagogy. Teachers utilize computers and one-to-one Chromebooks with a wide variety of applications and strategic tools for students to prepare for the technological demands of the future. The Academy seamlessly integrates technology to enhance the student learning experience.

The Academy curriculum follows the MAS with a clear intention to maintain academic rigor to provide the knowledge and skills required to be college and career ready. By achieving state benchmarks, the Academy teaching methodology embeds character values with academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually, and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

Curriculum Goals

Curriculum, instruction and assessment are continuously strengthened to enable students to be:

- intellectually, physically and emotionally healthy
- globally competitive
- engaged, responsible and informed citizens
- college and career ready
- able to demonstrate persistence and effort, a passion for lifelong learning

To accomplish these ends, the program is designed so learners seamlessly transition from one level to another and adapts to each child’s developmental phase and readiness. The curriculum follows the high Standards of Quality, Key Developmental Indicators and aligns with the MAS. Curriculum maps are used by the teaching staff to guide daily planning and the development of lessons and activities.

It is important for students to think critically and develop excellent communication skills. The Academy focuses on creating inquiry-based lessons and engaging in activities with a trans-disciplinary curriculum that involves an important element: guided inquiry. Through inquiry, the student learns to negotiate the world around them. Students’ imagination and creativity flourish as they question and think while learning how the world works. Through a fine-tuned balance of academics and creativity, the Academy students become equipped with 21st Century learning skills and prepared to conquer the challenges that lie ahead.

The Academy’s curricular resources include both online and print access to the materials needed for each core subject area. The scope and sequence, assessments and interventions are used throughout the year to ensure all students have access to high quality curriculum and instruction. Teachers access the written curriculum via Moodle, the Teacher Portal and specific online sites where the curriculum master courses maps, outlines and activities for each unit are housed. The standards are aligned for each course both vertically and horizontally. Teachers access Moodle onsite to develop, implement and guide daily instruction.

### English Language Arts

The ELA program of the Academy embraces the philosophy and premise of the Michigan Department of Education (“MDE”) and the MAS.

The Academy’s goals for ELA are to educate students who are able to:

1. Read and analyze a variety of classic and contemporary literature and other texts for a variety of purposes and learn about literary history and theory. In addition, vocabulary is enhanced through text-based study while independent reading is encouraged through the Accelerated Reader program.
2. Investigate universal truths, enduring issues and recurring themes as a means to define and investigate important issues and problems, using both primary texts from history and science in addition to informational texts from a variety of print, visual and electronic media.

3. Write in a variety of contexts and genres for different audiences using the writing process while developing an understanding that writing is a recursive process that occurs in a variety of contexts and for a variety of purposes.
4. Engage intelligently in collaborative discourse and debate as well as presentations that encourage students to think critically and argue effectively using cited source material to frame arguments about matters of universal concern.
5. Master the tools and practices of inquiry and research by writing formal research papers with correct documentation as required by the intellectual demands of being both college and career ready.
6. The goal of the Academy’s ELA program is to develop individuals who are effective communicators with the ability to express ideas and make important contributions to the world.

### *6-8 English Language Arts SpringBoard ELA*

SpringBoard® is the College Board’s comprehensive instructional program in ELA and English language development for all students in 6<sup>th</sup> through 8<sup>th</sup> grades. The program has been specifically developed for students and educators and aligns with college readiness standards. SpringBoard is carefully scaffolded, vertically aligned and the program is designed to build English language skills and content knowledge for all learners. SpringBoard integrates:

- High-quality instructional materials in print and digital formats;
- Formative and summative assessments that drive instruction;
- Using the Understanding by Design model, each unit includes activities that build skills and knowledge along with Advanced Placement® (“AP®”) and college readiness connections, suggestions for independent reading or work, and comprehensive resources.
- Meaningful, purposeful assessments that inform and guide instruction and activities and ask students to demonstrate the mastery needed for success on high-stakes tests.
- Deep research foundation using strategies and models developed by leading curriculum innovators and practitioners.
- Deliberate, scaffolded instructional design.
- In the ELA/ELD programs, reading content provides a variety of texts, balancing contemporary and canonical works worthy of close reading to build skills in critical thinking and writing based on textual evidence.

The program is built on the same rigorous strategies and skills found in AP classes—critical thinking, problem solving and deep contextual understanding. SpringBoard makes rigorous standards accessible to all students and helps to prepare students for success in postsecondary opportunities.

Lexia® PowerUp Literacy™ is designed to help students in grades 6 and above become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, Lexia PowerUp empowers secondary teachers—regardless of their background or

expertise in reading—to deliver the exact instruction each student needs to become a proficient reader. With PowerUp, you will be able to:

- Address the instructional needs of a wide range of reader profiles
- Engage, challenge, and motivate students to take ownership of their learning
- Help students develop the skills they need to succeed in content-area classes

### Mathematics

The advances of technology have profoundly influenced society. The world today increasingly depends upon information processing to solve problems. These developments in technology create professions requiring abilities and skills in mathematics, problem-solving and decision-making. To meet these needs, the Academy provides a comprehensive curriculum that teaches the fundamentals of mathematics, develops critical thinking and nurtures logical reasoning.

The overall goal of the mathematics program is to establish a solid foundation on which to develop skills for students at each grade level. The program strives to have students become mathematical problem solvers and develop mathematical reasoning skills. The curriculum includes a broad range of content, focusing on the knowledge of concepts and the ability to apply concepts to real-world situations.

The course sequencing is designed to produce mathematically literate people who:

1. Value mathematics.
2. Have confidence in the ability to do mathematics, demonstrating conceptual understanding and proficiency in operating skills.
3. Apply conceptual understandings, operational skills and technological tools to problem solving.
4. Communicate mathematical ideas orally and in writing.
5. Reason mathematically.
6. Understanding mathematical vocabulary.
7. Practice with real world situations.

Dreambox is the effective elementary and middle school math software solution that:

- Adapts to the individual learner
- Continuous formative assessment in and between lessons to provide the right next lesson at the right time.
- Personalizes instruction from intervention through enrichment
- Strategically increases the learning velocity of struggling students, advanced students, and on-level students.
- Provides access and equity for ELLs

The approach using rich visuals, sound design, and interactivity supports deep math comprehension. The subscription includes both Spanish and English—to enable Hispanic



students to learn in the language that works.

- Develops skills and closes gaps fast
- Continuous support of conceptual understanding, fluency, reasoning, and problem-solving skills, plus 24/7 online access, keeps students building achievement.
- Integrates assessment with instruction
- The ongoing capture of math gaps in student understanding—and filling them—ensures that learners understand concepts before moving on to new lessons.
- Aligns to state and regional standards
- Empowers with actionable data and reporting

### *6-8 Mathematics Agile Mind*

The secondary mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematics vocabulary and enhances the ability to express mathematical ideas.

With rigorous support for teachers and real-world contexts that help students understand new ideas, these programs deepen students’ understanding of foundational concepts for success in higher level mathematics.

Agile Mind Middle school mathematics programs for grades 6, 7, and 8 provide powerful foundations in ratios, proportionality, and algebraic and geometric thinking. Students use graphing technology, manipulatives, and other mathematical tools to develop conceptual understanding as they tackle and solve interesting problems.

Throughout our programs, students will:

- Strengthen their understanding of key mathematical operations and use equivalent fractions as a basis for understanding ratios and proportional reasoning
- Begin formal work with expressions and equations as they use variables to represent relationships and solve problems
- Develop their understanding of variables from two perspectives—as placeholders for specific values and as sets of values represented in algebraic relationships
- Gain fluency with geometric concepts, such as area, surface area, and volume

### Social Studies

The social studies program prepares students to be responsible and conscientious citizens. Through the program, students are given the opportunity to develop and foster attitudes and understanding about human dignity and interdependence that result in positive social behavior, responsible citizenship and a tolerant worldview.

The social studies program focuses on building skills and competent knowledge in areas such as the Core Democratic Values, broad geographic perspectives based on the Five Themes of Geography (i.e. location, place, human environmental interactions, movement and regions), as well as an in-depth understanding of national and world history. The Academy is committed to the

development of information processing, critical thinking skills, persuasive argument and research abilities.

The content and literacy standards of the MAS are incorporated into the social studies program. The social studies curriculum utilizes both textbooks and primary source documents that are intended to be models for articulating desired results and assessment processes.

The Academy's goals for social studies are to educate students who are able to:

1. Use knowledge of the past to construct meaningful understanding of diverse cultural heritage and inform civic judgments.
2. Utilize spatial patterns on earth to understand processes that shape human environments and make decisions about society.
3. Apply the knowledge of American government and politics to make informed decisions about governing communities.
4. Evaluate how the production, distribution and consumption of goods and services are used to make personal and societal decisions about the use of scarce resources.
5. Incorporate the use of social science investigation to answer complex questions about how and why members of society act and react to events of both the past and present and how those decisions impact the future.
6. Analyze public issues and construct and express thoughtful positions on these issues using textual evidence from primary sources as evidence in both written and spoken arguments.

#### *6-8 Social Studies Pearson's myWorld Interactive*

*Pearson's myWorld Interactive* series inspires students to develop global competencies for active, informed citizenship. The series emphasizes project-based learning to explore the world's places, systems, and cultures. The programs include strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. *myWorld Interactive* is the student-centered curriculum that helps implement the MAS and the College, Career, and Civic Life (C3) Framework for Social Studies to create active, responsible citizens who can make a difference.

## Science

The science program embraces the philosophy and premise of the MAS and the National Science Education Standards.

The Academy's goals for science are to educate students who are able to:

1. Experience the richness and excitement of understanding the natural world and doing science as scientists.
2. Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions.
3. Engage intelligently in public discourse and debate about matters of scientific and technological concern.

4. Increase understanding of economic productivity and personal responsibility through knowledge and skills.

### *6-8 Science It's About Time Project-Based Inquiry Science™ (“PBIS”)*

Each unit of PBIS begins with a Big Question or Big Challenge, and learning experiences in the unit are sequenced to first help learners understand the project question or challenge, become interested in it, and identify the ways it is meaningful to the students’ lives. Then the Big Question or Big Challenge of the unit drives inquiry throughout the unit. When students see the relevance of science to their lives, students become engaged in learning and gain a deep, long-term understanding of middle-school-level science content and practices, and learn how to use that content and those practices to solve problems.

### Arabic Language

The Academy has developed a comprehensive kindergarten through eleventh grade standards-based Arabic curriculum focused on Michigan’s 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is provided and offered as a mandatory foreign language to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages’ (“ACTFL”) pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.
2. Provides a progression of communicative functions in the target language.
3. Recommends opportunities for authentic practice in communication.
4. Provides resources on a variety of cultural topics.
5. Promotes divergent and critical thinking.
6. Identifies cross-curricular activities.
7. Supports academic achievement in other disciplines.

8. Reinforces skills in the students' first language (reading comprehension, grammar/mechanics and writing/speaking).
9. Promotes awareness of a diverse multicultural society.
10. Provides opportunities for interpersonal interaction using the target language with native speakers.
11. Prepares the students to be global citizens by broadening the students' understanding of the world.

### Curriculum Programs and Resources:

Our curriculum utilizes the following resources to ensure each individual student reaches his/her maximum learning potential in all subject areas:

Curriculum Resource	Online/Print	Grade Levels
<b>English Language Arts</b>		
<i>Lexia Power Up</i>	Online	6-8
<i>The College Board SpringBoard ELA</i>	Online/Print	6-8
<b>Mathematics</b>		
<i>Dreambox</i>	Online	6-8
<i>Agile Mind</i>	Print/Online	6-8
<i>Algebra Nation</i>	Print/Online	6-8

<b>Science</b>		
<i>Activate Learning Project Based Inquiry Science</i>	Print/Online	6-8
<b>Social Studies</b>		
<i>Pearson myWorld Interactive</i>	Print/Online	6-8
<b>ELL Supplementary Resource (Saturday/ Extended Day Program)</b>		
<i>EDGE &amp; Inside Phonics</i>	Print	6-8
<b>Arabic</b>		
GEE Arabic Curriculum	Print/Online	6-8
<b>Art</b>		
<i>GEE Art Curriculum</i>	Online	6-8
<b>PE/Health</b>		
<i>GEE Physical Education Curriculum</i>	Online	K-12

### Extra-curricular activities to be offered

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports, clubs, and activities will be encouraged to enhance the personal, social, and physical skills of students as well as to support students as they explore various global cultures and strengthen their cognitive skills. Based on student interest, some of the offerings may include soccer, science, special art workshops, speech and debate teams, personality development classes, Foreign Language as well as other sports based on student and parent interest. Current Global Educational Excellence co- and extra-curricular activities in its United States academies include: Art, Honor Society, National Honor Society, Robotics, Environmental Awareness, Student Council, Peer Mediation and numerous athletic opportunities, both inter- and intra-scholastic. Some activities are held weekly while others are offered periodically or as community resources and opportunities present themselves to enrich the students' experience.

The Academy students in the upper grades will be encouraged to work in the local community as a part of the character education program in the curriculum. This will not only prepare the older students for the world of work and higher education, but also to give back to the community.

### Technology

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students will demonstrate proficiency as students progress through the grades.

Code.org® is dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Every student in every school has the opportunity to learn computer science, just like biology, chemistry or algebra. Code.org provides the leading curriculum for K-12 computer science in the largest school districts in the United States and Code.org also organizes the annual Hour of Code campaign which has engaged 10% of all students in the world.

### Physical Education/Health Education Curriculum

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses the GEE Physical Education & Health curriculum which is aligned to national and state standards. This curriculum is developed to instruct students in physical education and health to promote lifelong physical activity.

### Art Curriculum

The GEE Art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the

preliminary work to meet the demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

### Special Populations

Literacy is the cornerstone of academic achievement at the Academy. The Academy develops and nurtures all students to attain the proficiency necessary for success in all academic areas. The Academy expects that for some students, English constitutes a second language. As such, the curriculum’s emphasis on multifaceted learning is ideal for such a student. The Academy has additional resources in place for English Language Learners (“ELL”). The Academy utilizes the SIOP model to organize instruction to support ELL in the acquisition of the knowledge and skills needed to be college and career ready. The Academy follows the multi-Tiered System of Support (MTSS) process to meet the needs of struggling, ELL and special education students. In order to service special populations, the Academy collects data from teacher input, parental input, district/state assessment scores, reading specialist summaries, grade level test scores, student work samples and outside agency input and records the strengths/weaknesses of the student. To meet the needs of gifted and talented students, the Academy offers dual enrollment and AP opportunities.

### Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program (“IEP”) team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the MDE. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (“IDEIA”) and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

### Educational Development Plan (“EDP”)/Career College Transition

The Academy supports its vision by developing lifelong learners. In order to advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals, all middle school students develop an EDP. The EDP is designed to increase self-awareness through hands-on activities, critical thinking and self-analysis of personal career goals. When applicable, parents and community contacts are also included. EDPs are "living" documents, updated as student interests and abilities become more obvious and focused. A student's EDP is reviewed and updated on at least an annual basis. An EDP process could also include yearly work samples that document the student's progress toward anticipated goals and accomplishments. The academy establishes times to annually review EDPs and update them as students choose and change high school courses or career pathways.

In addition, a mentoring program is facilitated by middle school teachers. Mentor teachers serve as class sponsors, provide students with an open forum in a small group atmosphere, promote student involvement, increase student motivation and mentor students in academics, character education and social development.



### Educational Assessment Plan

Grade Level	Assessment	When Administered
6-8	<i>Riverside EasyCBM</i>	Continuously as needed for struggling students
6-8	<i>Northwest Evaluation Association™</i> (“ <i>NWEA™</i> ”) reading and math	Fall, Winter and Spring
6-7	MSTEP	Spring
8	PSAT 8/9	Fall and Spring
6-8	WIDA	Spring
6-12	Departmental Common Assessments	Winter and Spring

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students’ progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students’ progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students’ growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as *Dreambox*, *Algebra Nation* and *Lexia Power Up*. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

# Exhibit 3

## Application and Enrollment Requirements

### Frontier International Academy

#### **Enrollment Limits**

The Academy will offer kindergarten through twelfth grade at the 13200 Conant Street, Detroit, Michigan campus, the maximum enrollment shall be 850 students. The Academy will offer kindergarten through eighth grade at the 28111 Imperial Drive, Warren, Michigan campus, 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 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. However, the Academy may not provide a preference to children of Board members or Academy employees.
- Academies 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**

## **Frontier International Academy**

### **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 written approval from the BMCC 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 BMCC 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

## Frontier International Academy

### 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 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, and children of employees and Academy Board members.

# **Application and Enrollment Requirements**

## **Frontier International Academy**

### **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 BMCC Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The BMCC 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 4

## SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy will enroll kindergarten through twelfth grade at the 13200 Conant Street, Detroit, Michigan campus. The Academy will enroll kindergarten through eighth grade at the 28111 Imperial Drive, Warren, Michigan campus. 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:

- A child may enroll in kindergarten if the child is at least 5 years of age on September 1.

\*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.



<b>TITLE</b>	FIA Contract Amendment #4 -Adding Grade Levels
<b>FILE NAME</b>	Final Contract Amendment No 4 FIA.pdf
<b>DOCUMENT ID</b>	6584efb6ecfe28aee41cd591dc66fa98d486dd98
<b>AUDIT TRAIL DATE FORMAT</b>	MM / DD / YYYY
<b>STATUS</b>	● Completed

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## Document History



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