



**BAY MILLS**  
COMMUNITY COLLEGE  
CHARTER SCHOOLS OFFICE

September 1, 2021

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

Dear Ms. Thompson:

Enclosed please find Contract Amendment No. 6 for State Street Academy. If you have any questions, please contact me at 906/248-8446.

Sincerely,

*Mariah Wanic*

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Mariah Wanic, Director of Charter Schools

Cc: Thomas Peters, Board President

**CONTRACT AMENDMENT NO. 6**

**BETWEEN**

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

**AND**

**STATE STREET ACADEMY**  
**(PUBLIC SCHOOL ACADEMY)**

## CONTRACT AMENDMENT NO. 6

### 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 Eighth Grade for the 2021-2022 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 7d: Curriculum, by adding at the end of that schedule the 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 effective dates as set forth above.

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

Dated: \_\_\_\_\_

  
\_\_\_\_\_  
By: Thomas Peters, Board President  
State Street Academy  
Designee of the Academy

Dated: 8/26/21

## **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 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 1<sup>st</sup> and 2<sup>nd</sup> 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 the 1<sup>st</sup> and 2<sup>nd</sup> floors. With the expansion to the 8<sup>th</sup> grade, plans are to renovate the 3<sup>rd</sup> floor.

Term of Use: Term of contract.

Configuration of Grade Levels: Pre-Kindergarten to Eighth Grade

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**

8th Grade Curriculum  
State Street Academy

Math

Engage NY Math – full curriculum maps and scope/sequence documents are available at:  
<https://www.engageny.org/common-core-curriculum>

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

7 Modules that cover:

Module 1: Integer Exponents and Scientific Notation Module 2: The Concept of Congruence  
Module 3: Similarity Module 4: Linear Equations Module 5: Examples of Functions from  
Geometry Module 6: Linear Functions Module 7: Introduction to Irrational Numbers Using  
Geometry

English Language Arts

Engage NY ELA – full curriculum maps and scope/sequence documents available at:  
<https://www.engageny.org/common-core-curriculum>

8th Grade has 4 modules which cover 4 units. These modules/units will be taught throughout the year and follow the curriculum map outlined at:

<https://www.engageny.org/resource/grade-8-english-language-arts>

The units being covered are:

- **Unit I: Reading Closely for Textual Details: We Had to Learn English**  
Developing Core Proficiencies Curriculum
- **Unit II: Making Evidence-Based Claims Unit: Truth, Chisholm, Williams**  
Developing Core Proficiencies Curriculum
- **Unit III: Researching to Deepen Understanding Unit: Human-Animal Interaction**  
Developing Core Proficiencies Curriculum
- **Unit IV: Building Evidence-Based Arguments Unit: E Pluribus Unum**  
Developing Core Proficiencies Curriculum

## Eighth Grade Social Studies: Integrated American History

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1422254&CurriculumMapID=115&YearID=2021&SourceSiteID=>

This course introduces students to American history from the Revolution through the Reconstruction Era, with an emphasis on the values and ideals of our constitutional republic. Using the text of the Preamble to the U.S. Constitution as the touchstone for the course, students assess how the meaning of the phrases “We the People” and “to form a more perfect Union” are reflected in past decisions and events and have inspired generations of Americans.

Beginning with the political and intellectual transformations that preceded the American Revolution, students explore how the ideas of inalienable rights, limited government, social compact, rule of law, equality, and the right of revolution stimulated English colonists to declare independence. Students further their understanding of American government from an in-depth study of the United States Constitution and the evolution of the government created during its first century. They examine the challenges faced by the new nation and the role of political and social leaders in meeting these challenges. Students also analyze the nature and effect of geographic, demographic, and economic growth during the 19th century. Using economic, social/cultural, and geographic/environmental events, trends, and issues, students also assess the nature and effects of growth through 1877. They analyze and evaluate early attempts to abolish or contain slavery and efforts to realize the ideals of the Declaration of Independence for all. In studying the Civil War and Reconstruction, students evaluate multiple causes, key events, and complex consequences of the war and its aftermath.

While a chronological frame structures the course, there are many opportunities for students to consider contemporary public issues, which emanate from the inherent tensions among the values found in our nation’s founding documents (liberty, common good, security, equality, etc.). This course will highlight how the nation addressed these tensions within their historical context and ask students to consider their role in a participatory democracy.

Significant attention is paid to developing students’ literacy skills, including reading informational text, writing, and speaking. Using primary and secondary sources, the course also develops students’ disciplinary literacy in history. Students become investigators of the past as they engage in the analytical skills of sourcing, contextualizing, and corroborating evidence, thereby granting agency to students in the learning process. Students deepen their understanding of the evidentiary nature of history as they use historical evidence to both support and analyze historical arguments and narratives. In an effort to cultivate students’ analytical reasoning skills, this course encourages the use of multiple texts to explore: 1) ideas of significance, 2) continuity and change over time, and 3) the importance of perspective in understanding the past.

The curriculum will be taught in 8 units. The units are as follows:

- Unit 1: Foundations of a New Nation (6 weeks)
- Unit 2: Creating a New Government (7 weeks)
- Unit 3: Challenges to an Emerging Nation (5 weeks)
- Unit 4: Regional and Economic Growth (4 weeks)
- Unit 5: Antebellum Reform Movements (2 weeks)
- Unit 6: The Coming of the Civil War (5 weeks)
- Unit 7: The Civil War (3 weeks)
- Unit 8: Reconstruction (4 weeks)

## Science

The curriculum that we use with the Middle School (6-8) is called Mi Star. Below is the link to the



site as well as the scope and sequence.

[https://docs.google.com/document/d/12yv0a-d8-wLOWXTqMHghont\\_Yh1MeK8Ot3kM2tkyFQI/edit](https://docs.google.com/document/d/12yv0a-d8-wLOWXTqMHghont_Yh1MeK8Ot3kM2tkyFQI/edit)

The science curriculum consists of daily instruction in the classroom plus 2-3 days of supplemental S.T.E.M. classes consisting of hands-on science explorations aligned to NGSS.

Science standards can be found at:

[https://www.michigan.gov/documents/mde/K-12\\_Science\\_Performance\\_Expectations\\_v5\\_496901\\_7.pdf](https://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf)

Standards being taught are:

- Structure and Properties of Matter
- Chemical Reactions
- Forces and Interactions
- Energy
- Waves and Electromagnetic Radiation
- Structure, Function, and Information Processing
- Matter and Energy in Organisms and Ecosystems
- Interdependent Relationships in Ecosystems
- Growth, Development, and Reproduction of Organisms
- Natural Selection and Adaptations
- Space Systems
- History of Earth
- Earth's Systems
- Weather and Climate

## 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

Health:

The curriculum for 7-8 grades can be found at:

<https://www.michiganmodelforhealth.org/curriculum/middle-school-7-8>

The **Michigan Model for Health™ Middle School Curriculum (Grades 7-8)** addresses the major youth health risk behaviors identified by the Center for Disease Control and Prevention (CDC). The middle school curriculum is organized by five health topic modules that cover the following six main health topics. Each health topic module consists of one teacher manual with fully-scripted lesson plans, teacher resources, online resources, and support materials.

The modules cover:

- Social & Emotional Health
- Nutrition & Physical Activity
- Safety
- Alcohol, Tobacco & Other Drugs •
- Personal Health & Wellness
- HIV/AIDS & Other STI

### **Exhibit 3**

## **APPLICATION AND ENROLLMENT REQUIREMENTS**

CONSTITUTIONAL SCHOOL, K-12

### **Enrollment Limits**

The Academy will offer Pre-Kindergarten through 8<sup>th</sup> 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 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.
- 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.

- 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 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.

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 students in Pre-Kindergarten through 8<sup>th</sup> 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 5 by September 1 of the current school year.