BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

October 11, 2019

Jill Thompson
Michigan Department of Education
608 West Allegan Street
P.O. Box 48909

Dear Ms. Thompson:

Attached please find Contract Amendment No. 2 for Three Oaks Public School Academy. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

Mariah Wanic

Mariah Wanic, Assistant Director

Cc: Lynn Young, Board President

12214 West Lakeshore Drive, Brimley, MI 49715
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CONTRACT AMENDMENT NO. 2

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

THREE OAKS PUBLIC SCHOOL ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 2

THREE OAKS PUBLIC SCHOOL 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 THREE OAKS PUBLIC SCHOOL ACADEMY ("Academy") on July 1, 2013 ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Curriculum and Add Sixth Grade for the 2019-2020 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 Sixth 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, 2019.

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.

Michael C. Parish — Dated: 9-13-19

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

Lynn Young — Dated: 10-8-19

By: Lynn Young, President
Three Oaks Public School Academy
Designee of the Academy

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 Three Oaks Public School Academy ("Academy") is as follows:

Address: 1212 Kingsley
Muskegon, Michigan 49445

Description: The school building was previously a private high school. The Academy will occupy the first floor of the building, including the main classroom area at the north end of the first floor. The Academy will also occupy specialized space in the central portion of the building's first floor for music classes, a cafeteria and a gymnasium.

The Academy building is the former West Michigan Christian High School. The building is located on approximately 7,2 acres of residential zoned land in the City of Muskegon. The building consists of approximately 38,580 square feet and includes 23 classrooms (not including portable classrooms), a commons area for lunch, a regulation size gymnasium with a full stage, administrative offices, waiting area for the office, and a faculty lounge. The Media Center was included as a classroom as it is used throughout the day as such.

In late fall of 2008, two modular were added 100 feet to the north and west of the main building. The modular house two classrooms and are each approximately 4,000 square feet in size, each with an entrance in the front and back. In the fall of 2009, two more modular were added directly behind and to the north of the two in place; these modular house two additional classrooms. The size of each building is approximately 4,000 square feet and the shape is rectangle with a door in the front and back of each building. The modular all have space for coats, computer stations and work stations.

Term of Use: Term of contract.

Configuration of Grade Levels: Kindergarten to Sixth Grade

Name of School District and Intermediate School District

Local: Muskegon Public Schools
ISD: Muskegon County

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.

Exhibit 2

Three Oaks Public School Academy 6th Grade Curriculum

ELA

Students in K-5 use Amplify's Core Knowledge Language Arts (CKLA). CKLA is specifically designed to build student knowledge through literacy, resulting in students who are skilled at reading and having background knowledge across science, social studies, and the arts. Once this foundation is set, students are ready to engage in deeper explorations of their world and shift from acquisition to application. The academy has selected Expeditionary Learning's English Language Arts Curriculum as its focus on critical thinking, applied problem solving, and creating authentic, complex work with a focus on ethics, responsibility and community is a good fit for our program that is focused on developing community leaders. The integration of reading, writing, speaking and listening makes for a well-rounded skill based program that expands student literacy and communictaion skills in every aspect.

The Expeditionary Learning ELA Common Core Curriculum is available online at https://curriculum.eleducation.org/curriculum/grade/browse/curriculum/ela/2012/grade-6

Mathematics

Students will continue their study of mathematics using Eureka Math, based on EngageNY's common core mathematics sequence. Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

The year is made up of six modules that provide for exploration and students engaging in the Common Core Mathematical Practices. The sequence is as follows:

Module 1: Ratios and Unit Rates
Module 2: Arithmetic Operations Including Dividing by a Fraction
Module 3: Rational Numbers
Module 4: Expressions and Equations
Module 5: Area, Surface Area, and Volume Problems
Module 6: Statistics

The rationale for the sequence is as follows:

In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios
and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate using tape diagrams, tables of
equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane.

Students expand their understanding of the number system and build their fluency in arithmetic operations in Module 2. Students learned in Grade 5 to divide whole numbers by unit fractions and unit fractions by whole numbers. Now, they apply and extend their understanding of multiplication and division to divide fractions by fractions. The meaning of this operation is connected to real-world problems as students are asked to create and solve fraction division word problems. Students continue (from Fifth Grade) to build fluency with adding, subtracting, multiplying, and dividing multidigit decimal numbers using the standard algorithms.

Major themes of Module 3 are to understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers. Students extend coordinate axes to represent points in the plane with negative number coordinates and, as part of doing so, see that negative numbers can represent quantities in real-world contexts. They use the number line to order numbers and to understand the absolute value of a number. They begin to solve real-world and mathematical problems by graphing points in all four quadrants, a concept that continues throughout to be used into high school and beyond.

With their sense of number expanded to include negative numbers, in Module 4 students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic and the properties of arithmetic (commutative, associative, and distributive). They write, interpret, and use expressions and equations as they reason about and solve one-variable equations and inequalities and analyze quantitative relationships between two variables.

Module 5 is an opportunity to practice the material learned in Module 4 in the context of geometry; students apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They find the area of triangles and other twodimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures, joining points with the same first coordinate or the same second coordinate and apply these techniques to solve real-world and mathematical problems.

In Module 6, students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions. In particular, careful attention is given to measures of center and variability.

The information above is from https://www.engageny.org/resource/grade-6-mathematics where the full curriculum with the alignment to the Common Core Learning Standards can be found.

Science

In Grade 6, students will use the Science Matters resource which focuses on earth and physical science topics. The four modules focus on Physical Energy, Plate Tectonics, Earthquakes and Volcanoes and Weathering and Erosion.

These modules coordinate with Michigan's Model Course Pathway Options guidance which can be found here:
https://www.michigan.gov/documents/mde/Course__Model_Resource__Std_Neutral_-10-16-14_471740_7.pdf

Social Studies

The Academy will follow Oakland Schools MAISA curriculum for 6th grade also known as MC^3. The overview for 6th grade is as follows:

Sixth Grade Social Studies: World Geography and Global Issues

Course Rationale: Why study world geography? Why focus on global issues? Why does geographic thinking matter?

In an ever flattening world, nearly all Americans are affected by world events. The global impact of events emanates not only from political and diplomatic forces and events, but also from the powerful "crosscurrents of an increasingly global economy."[1] Traditional human concerns about economic, political, social, and environmental issues manifest themselves across the globe in a variety of ways. Using a geographic lens to explore global phenomena provides a means for students to compare how humans in different places address similar issues. It also enables students to study broad patterns of human behavior and the global consequences of those actions. Knowledge, understanding, and application of geographic content and perspectives are essential to bring coherence to the causes and effects of physical and human events that occur on Earth's surface.[2] While traditionally schools have adopted a hemispheric approach to studying the world, this course adopts a more holistic view of the world. Instead, this course is designed to challenge students to think globally, exploring global or cross regional patterns and interactions, which are essential if students are to be successful in an increasingly flat, interconnected world.

The Course

The sixth grade social studies curriculum is a geography-based course which introduces students to the physical and human geography of the world. Beginning with a spatial perspective, students explore different ways in which the earth has been represented, how geographers use specific tools and technologies in geographic inquiry, and some of the limitations of these tools. They investigate patterns of natural and human characteristics and use case studies to examine how the physical environment has provided both benefits and obstacles to human societies. In doing so, students explore how humans have used, adapted, or modified their environment and the consequences. Through the study of culture, cultural characteristics and cultural diffusion, students learn how culture both influences and affects people throughout the world in similar yet

[1] *NAEP Geography Framework Project.* 3 August 2012 <http://www.nagb.org/publications/frameworks/gframework2010.pdf>.

[2] *Ibid.*

distinct ways. Students also consider globalization and its impact on economic and political institutions and people worldwide.

In this course, students will examine a variety of global issues that emanate from human activities such as population change, migration, urbanization, culture and cultural diffusion, resource use, increased networks of trade and economic interdependence, and the interactions among nations. Students investigate how local, national, and international governmental and non-governmental organizations respond to a variety of contemporary issues. The different regions of the world are used to illuminate examples of how these global issues or problems affect people in places around the world. Thus, students explore the similarities among regions of the world in terms of causes and consequences of global issues. They also assess the extent to which geographic, historical, political, socio-cultural, and/or economic factors account for differences in the causes and/or consequences of global phenomena. Simply put, the curriculum and accompanying materials push students to take a global view of their world.

Throughout the course, students employ different spatial scales (local, regional, interregional, and global), to study human patterns and global issues throughout the course. In doing so, students deepen their understanding of the disciplines of history, geography, economics and political science, as well as broaden their understanding to other fields within the social studies such as anthropology, sociology, and archeology. Students explore how all of these social studies fields are both complementary and interdependent. Grounded in research on students' thinking and learning in geography and other social science disciplines, the curriculum emphasizes how evidence from a myriad of social studies fields collectively provides a broad and detailed picture of our world.

Alignment to Michigan Grade Level Content Expectations and NAEP

Oakland Schools is committed to helping schools meet the social studies content expectations adopted by the Michigan State Board of Education in 2007. The Grade Level Content Expectations document explicitly provides for flexibility in organizing how schools meet the content expectations, stating "districts are afforded flexibility on the organization delivery models for the content in grades 6 and 7" (K-8 Social Studies Content Expectations, page 41). One of the overarching goals of the intermediate school district is to design curricula and instructional materials that systematically address the development of students' social studies knowledge and skills for increasingly sophisticated understandings from one grade to the next. In providing an on-ramp for future success, this curriculum goes beyond the content expectations in terms of rigor, depth of knowledge, and connections to content literacy. It also is designed to address the NAEP's three content outcomes: Space and Place, Environment and Society, and Spatial Dynamics and Connections.[3]

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[3] Ibid., pg. 19. The NAEP defines the three content outcomes as:

- "Space and Place - Knowledge of geography related to particular places on Earth, to spatial patterns on Earth's surface, and to physical and human processes that shape such patterns;
- Environment and Society - Knowledge of geography related to the interactions between environment and society; and
- Spatial Dynamics and Connections - Knowledge of geography related to special [spatial] variations and connections among people and places."

Focus on Content Literacy

Particular attention has been placed on the English Language Arts Common Core State Standards for English Language Arts and the CCSS for Literacy in History and Social Studies. The development of content literacy skills is a critical component in this course and is integrated throughout the materials. By leveraging the content of social studies to teach students to read, write, and think deeply about their world, students gain additional instruction and support in the development of their literacy skills.

Units of Study

The course is organized into seven distinct units of study:

1. Foundations of World Geography
2. The World in Spatial Terms
3. Population and Migration
4. Culture
5. Human-Environment Interactions
6. Economics and World Trade
7. Civics, Government, and Global Politics

Essential Understandings of Grade 6

Students will be able to demonstrate an understanding of:	**Location**
how a global perspective can help me understand my world.	Unit 1
how the approaches and perspectives of different social scientists better help us understand our world.	Unit 1
how the five themes of geography can help us investigate our world.	Unit 1
what makes an issue or problem global.	Unit 1
what factors we should consider when using maps and why.	Unit 2
how and why people organize (categorize or regionalize) the world to study global issues or problems?	Unit 2
how the physical (natural) features and physical processes of Earth present challenges and opportunities for human societies.	Unit 2
how and why a natural hazard can become a global natural disaster.	Unit 2
how social scientists investigate population issues.	Unit 3

how population, migration, and urbanization issues are connected.	Unit 3
how issues related to population, migration and urbanization are global problems.	Unit 3
how social, political, and economic decisions that societies make reflect and influence demographics.	Unit 3
how and why groups of people are culturally similar and different.	Unit 4
why it is necessary to understand culture when studying a global problem and potential solutions.	Unit 4
how globalization has influenced cultural diversity.	Unit 4
how humans create and address global environmental problems.	Unit 5
how environmental changes in one location can become a global issue.	Unit 5
how energy production and distribution affect the environment.	Unit 5
how the distribution and utilization of natural resources can influence the ways in which societies interact.	Unit 5
how globalization has affected the interactions of buyers and sellers.	Unit 6
how the social science fields of geography, history, economics, and political science help us explain why some countries are “rich” while others are “poor”.	Unit 6
the extent to which trade restrictions are an effective tool.	Unit 7
why people institute different forms of government.	Unit 7
how people can address global problems.	Unit 7

Exhibit 3

Application and Enrollment Requirements

Three Oaks Public School Academy

Enrollment Limits

The Academy will offer kindergarten through sixth grade. The maximum enrollment shall be 425 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

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

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.

- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.

- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils or children of Academy Board members or Academy employees.

- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.

- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application and Enrollment Requirements

Three Oaks Public School 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 approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.

- At a minimum, the legal notice must include:

  A. The process and/or location(s) for requesting and submitting applications.

  B. The beginning date and the ending date of the application period.

  C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

Three Oaks Public School 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 or children of employees and Academy Board members seeking admission for the upcoming academic year per grade.

  C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.

  D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

Three Oaks Public School 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 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 4

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

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

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

* 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.