



BAY MILLS

COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

October 10, 2019

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

Dear Ms. Thompson:

Attached please find Contract Amendment No. 4 for State Street Academy. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

A handwritten signature in blue ink that reads "Mariah Wanic".

Mariah Wanic, Assistant Director

Cc: Samantha Anderson, Board President

CONTRACT AMENDMENT NO. 4

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

STATE STREET ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 4


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 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.


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

Dated: 9-13-19


By: Samantha Anderson, President
State Street Academy
Designee of the Academy

Dated: 9.16.19

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 1st and 2nd floors completed in September 2001. At that time, a new air conditioning system was installed, restrooms were upgraded, a new lighting and ceiling grid was installed, new doors were installed, the property was upgraded to conform with the ADA, and various other improvements were completed. The school consists of approximately 30 classrooms (10 on each floor), administrative offices, restrooms, and ancillary areas. Asphalt parking is located on the side and rear. Construction is 3 story concrete and brick with flat roof. Currently, the school operates out of the 1st and 2nd floors. With the expansion to the 8th grade, plans are to renovate the 3rd floor.

Term of Use: Term of contract.

Configuration of Grade Levels: Pre-Kindergarten to Sixth 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



1110 State Street
Phone: (989)684-6484

Bay City, MI 48706
Fax: (989)684-6202

2019-2020

6th Grade

Curriculum Addition

State Street Academy will use curriculum materials aligned to Common Core State Standards (CCSS) for mathematics and English language arts, Next Generation Science Standards (NGSS) for science, and Michigan Grade Level Content Expectations for social studies and physical education/health. The following curriculum materials will provide the foundation but may be supplemented with additional materials.

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

Grade 6 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world. Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module: Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that almost always are on-demand
 - students’ independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction: There are six modules per grade level.

Of these six modules, teachers would teach four:

- Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

6th Grade

Module 1: Reading Closely and Writing to Learn

Module 2A: Working with Evidence

Module 2B: Working with Evidence (Drama)

Module 3A: Understanding Perspectives

Module 3B: Understanding Perspectives

Module 4: Reading for Research and Writing an Argument

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

In order to assist educators with the implementation of the Common Core, the New York State Education Department provides curricular modules in P-12 English Language Arts and Mathematics that schools and districts can adopt or adapt for local purposes.

There are 6 modules in 6th grade, taught in sequence:

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

Summary of Year 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.

Social Studies Oakland Scope Elementary – full curriculum maps and scope/sequence documents are available at:

http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Calendars?BackLink=Atlas_Browse_View_Calendars&Page=1&SchoolFilter%5B%5D=8&SubjectFilter%5B%5D=39&NowViewing=Atlas_Browse_View_Calendars

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 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.

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
	Unit 6

how globalization has affected the interactions of buyers and sellers.	
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

Science 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 Oakland Scope Elementary – full curriculum maps and scope/sequence documents are available at:

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1293989&CurriculumMapID=91&YearID=2020&SourceSiteID=>

In sixth grade students gain a greater understanding of the nature and structure of scientific knowledge and learn to recognize evidence and ways to think about designing solutions to problems.

Life Science:

In life science students explore the variation of ecosystems as they gain in-depth knowledge of the biotic and abiotic factors influencing the balance of an ecosystem. They describe the relationships and interactions within ecosystems including those that cause ecosystems to change.

Physical Science:

In physical science students deepen their understanding of energy through investigations demonstrating the transformation of kinetic energy and energy transfer by radiation, conduction, or convection.

Earth Science:

In earth science students extend their knowledge of earth processes related to rock and soil formation and surface features. They analyze evidence for plate tectonics and apply an understanding of fossils and rock formations to questions about geologic history.

Sequencing of Units:

Careful thought has been given to the order in which the units are presented. The understanding of energy provides a means to comprehend dynamics of the ecosystem and the earth science units that follow. Earth materials provides and understanding of the evidence used to study the topics of unit 4 on plate tectonics and earth history.

Course Rationale:

The topics in this course are designed to develop students' content knowledge, science and engineering practices, and academic vocabulary necessary for students to understand their physical world and make use of science in personal and societal decisions.

Alignment:

This course is aligned to the sixth grade Michigan Grade Level Content Expectations.

Units:

The course is broken into 4 units of study

Unit 1: Energy in Action

In this physical science unit, students conduct investigations demonstrating the transformation between potential and kinetic energy. They demonstrate that energy is not lost or gained in the process. They explore how heat energy might be transferred through convection, conduction, and radiation. Students explain the conservation of mass and the structure and relative motion of particles (atoms or molecules) in the various states of matter.

Unit 2: Ecosystems

In this life science unit students describe the relationships and roles of biotic and abiotic factors within ecosystems, using those in the Great Lakes region as local and familiar examples. They recognize patterns in the flow of energy in ecosystems, and categorize organisms as producers, consumers, and decomposers based on the way in which they obtain this energy. Students explore relationships and interactions within populations and discover how interrelations impact population stability. They identify abiotic factors and examine their effect on ecosystems. Students analyze the impact and predict the outcome of human activity affecting the balance of an ecosystem.

Unit 3: Earth Materials

This unit attends to the Michigan Grade Level Content Expectations as they are gathered in Unit 3 of the Michigan Department of Education Science Companion Document. Topically, the unit addresses concepts related to earth materials (rocks, minerals, soil) and landforms which are produced from erosion and deposition of earth materials. To organize the content of this unit the Oakland Schools Science Scope has established two learning cycles:

Cycle 1: Rocks and Minerals

Cycle 2: Changing Landscapes

The Earth Materials unit is followed by another geology unit that focuses on plate tectonic theory and earth history which is where SCoPE addresses earth's magnetic field. Together they provide a strong overview of the science of geology.

Unit 4: Plate Tectonics & Earth History

In this Earth science unit students explore the processes and structure of the solid earth. The unit addresses concepts related to evidence for plate tectonics, the nature of plate boundaries, natural hazards, deep time and the geologic time scale, relative age dating techniques including the use of index fossils and on ancient environments reconstructed from evidence in the rock record. To organize the content of this unit two learning cycles are established in the Lesson Packet: Cycle 1 is titled "Evidence for the Plate Tectonic Theory" and Cycle 2 is titled "Exploring Earth History." In both cycles student investigations center on the evidence for the key conclusions of these topics through the use of models and data analysis drawn from real world geologic settings.

Physical Education

The physical education curriculum is EPEC (Exemplary Physical Education Curriculum) for grades K-6. Students are expected to reach proficiency in standards 1-4 by the completion of Grade 5. The Middle School curriculum reinforces these standards. Students who have not mastered Content Standards 1-4 will receive additional support to reach proficiency. The program for K-5 is broken down into the following four modules (taught through various activities at each grade level):

1. Locomotor Skills,
2. Object-Control Skills,
3. Knowledge/Activity/Fitness, and
4. 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 involves 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.

In 6th grade, the focus is on the following strands, incorporating Standards 5-15:

Motor Skill Strand:

- Standard 1 - demonstrate selected fundamental locomotor skills;
- Standard 2 - demonstrate selected fundamental object control skills;
- Standard 3 - demonstrate selected nonlocomotor and body control (movement) skills;
- Standard 4 - demonstrate selected fundamental rhythmical skills;

Physical Fitness Strand:

- Standard 5 - participate successfully in selected health-enhancing, lifelong physical activities;
- Standard 6 - develop and maintain healthy levels of cardiorespiratory endurance;
- Standard 7 - develop and maintain healthy levels of muscular strength and endurance;
- Standard 8 - develop and maintain healthy levels of flexibility of selected joints of body;
- Standard 9 - recognize and understand the benefits of healthy levels of body composition;

Cognitive Concepts Strand:

- Standard 10 - apply the concepts of body awareness, time, space, direction, and force to movement;
- Standard 11 - explain and apply the essential steps in learning motor skills
- Standard 12 - explain and apply appropriate rules and strategies when participating in physical activities;
- Standard 13 - describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness;

Personal and Social Concepts Strand:

Standard 14 - demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities; and
Standard 15 - value physical activity and its contribution to lifelong health and well-being.

Health The curriculum used for health instruction is Michigan Model for Health, for grades K-6. The curriculum is broken down into the following modules: Social and Emotional Health; Nutrition and Physical Activity; Safety; Alcohol, Tobacco, and Other Drugs; Personal Health and Wellness; and (in grades 4-6 only) HIV. Listed below is the link to the Scope and Sequence for K-6th Grade:

https://www.eupschools.org/cms/lib/MI17000134/Centricity/Domain/45/k-6_scope_and_sequence.pdf

Exhibit 3

APPLICATION AND ENROLLMENT REQUIREMENTS

BAY COUNTY PUBLIC SCHOOL ACADEMY

Enrollment Limits

The Academy will offer Pre-Kindergarten through 6th 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.

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

Legal Notice

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

Re-Enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining per grade after enrollment of current students and siblings.

Random Selection Drawing

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

Prior to the application period, the Academy shall:

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

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

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

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

Exhibit 4

SECTION 7h

AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in Pre-Kindergarten through 6th 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.